

# 100 Spelling Rules

By Camilia Sadik



Arshya  
Wander

*Camilia's Program™* is for adults and children from diverse backgrounds, for schools or homeschooling, for beginners, for intermediate or advanced levels, and for all types of learners.

It is to learn to read and spell phonics in 25,000 words, to prevent dyslexia in K-3<sup>rd</sup> grades, to end dyslexia among those who have it, to end ADD that is caused by dyslexia, and it is to prevent Alzheimer through relearning the spelling of words and through reading aloud.

Books' Titles are ① *Read Instantly* ② *Learn to Spell 500 Words a Day* ③ *100 Spelling Rules*.

① *Read Instantly* is a comprehensive book for reading phonics; it contains 200 short phonics lessons for beginners who may be children or adults. Using this book parents can easily teach their children to read before sending them to schools; and this is the book to prevent dyslexia before 3<sup>rd</sup> grade. Any person with spelling difficulties is required to go back to start anew with this book, even if s/he can read and comprehend. If you know anyone who cannot read, *Read Instantly* can help you teach that person to read within days or weeks. Anyone capable of learning the English alphabet is guaranteed to learn to read from this book, including ~~ESL~~.

② *Learn to Spell 500 Words a Day* is for the intermediate level, and it is for learning to spell 13,000 essential words. It contains 360 advanced phonics lessons that are based on phonics produced by the five vowels and by eight of the consonants, which are inconsistent. Each lesson begins with a spelling rule, and each rule is followed by detailed practice lessons. Dyslexia is caused by poor spelling and this is the book that puts an end to poor spelling and to dyslexia; in it is the core and essence of the English language. *Learn to Spell 500 Words a Day* is in a series of six 152-page volumes, and they are:

Volume 1: *The Vowel A*

Volume 2: *The Vowel E*

Volume 3: *The Vowel I*

Volume 4: *The Vowel O*

Volume 5: *The Vowel U*

Volume 6: *The Consonants*

③ *100 Spelling Rules* is for the advanced level, and it is for learning to spell 12,000 long multisyllabic words. It contains more than 100 spelling rules discovered by Camilia Sadik. Each rule is followed by a list of nearly all the words that follow that rule. To benefit from this book, learners need to start with the books that precede it.

*Camilia's Program* is cumulative and learning from *Read Instantly* is like crawling to learn phonics, learning from *Learn to Spell 500 Words a Day* is like walking to learn phonics, and learning from *100 Spelling Rules* is like running to learn phonics. Skipping a book is like forcing a baby to run before s/he can crawl or walk. Using this program, most learn to spell 20 to 50 words every hour and all are guaranteed to learn to spell, at least, 20 words per hour.

## To order books by Camilia Sadik

①Amazon.com

②SpellingRules.com

③CreateSpace.com

④Various bookstores worldwide

E-mail us: [Spell@SpellingRules.com](mailto:Spell@SpellingRules.com)

### About *Camilia's Program*™

- 600 phonics lessons
- 100 spelling rules
- Class-tested method
- True dyslexia solutions
- 30 unique learning features that make learning inescapable
- No forced memorization needed
- The problem with English spelling is diagnosed and English is dissected. For instance, the vowel **A** has **5** sounds that are spelled in **12** ways; the vowel **E** has **7** sounds that are spelled in **17** ways; the vowel **I** has **8** sounds that are spelled in **19** ways; the vowel **O** has **12** sounds that are spelled in **20** ways; the vowel **U** has **6** sounds that are spelled in **28** ways; **eight** of the consonants are inconsistent and they produce **50** sounds that are spelled in **60** ways.

### About the Author

Camilia Sadik is a linguist who spent 15 years intensely dissecting English and preparing a comprehensive phonics and spelling program for students to learn within weeks or months. She is the sole discoverer of more than 100 new spelling rules. Furthermore, she uncovered the mystery of dyslexia and insists that dyslexia is acquired and that it can be easily prevented. Sadik worked so hard to make things look so easy. Dissecting English and having written 17 books, Sadik has a broad knowledge in teaching literacy and ESL.

Academically, Sadik earned a BA in Philosophy from WSU and a Masters Certificate in Linguistics from SDSU. In addition, she earned California Teaching Credentials and is certified in teaching the Essential Elements of Adult Basic Education.

Please read *Uncovering the Mystery of Dyslexia* by Camilia Sadik available on SpellingRules.com.

Other books by Camilia Sadik are *All the Compound & Hyphenated Words* and *English for ESLL*. ESLL are asked to drop their pens and begin to use their mouths to speak English from the first lesson.

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# Contents

Must Read Notes

IX

## In this book ➔ All the Logical Answers to the Following Questions

**1**

### Lessons 1-5

Lesson 1: Do we spell with “ <b>cial</b> ” as in “ <b>social</b> ” or with “ <b>tial</b> ” as in “ <b>essential</b> ”?	1
Lesson 2: Do we spell with “ <b>f</b> ” as in “ <b>font</b> ,” “ <b>ph</b> ” as in “ <b>geography</b> ,” or “ <b>gh</b> ” as in “ <b>enough</b> ”?	4
Lesson 3: Do we spell with <b>tion</b> as in <b>nation</b> , <b>sion</b> as in <b>expression</b> , or <b>cian</b> as in <b>musician</b> ?	7
Lesson 4: We spell the sound of “ <b>sion</b> ” as in “ <b>vision</b> ” with “ <b>sion</b> ”	13
Lesson 5: Do we spell with “ <b>ege</b> ” as in “ <b>college</b> ” or with “ <b>age</b> ” as in “ <b>cabbage</b> ”?	14

**2**

### Lessons 6-10

Lesson 6: Do we spell with “ <b>ist</b> ” as in “ <b>artist</b> ” or with “ <b>est</b> ” as in “ <b>smallest</b> ”?	17
Lesson 7: Do we spell with “ <b>cle</b> ” as in “ <b>article</b> ” or with “ <b>cal</b> ” as in “ <b>logical</b> ”?	20
Lesson 8: Do we spell with an “ <b>s</b> ” as in “ <b>sell</b> ” or with a “ <b>c</b> ” as in “ <b>cell</b> ”?	23
Lesson 9: Do we spell with “ <b>er</b> ” as in “ <b>alter</b> ” or with “ <b>ar</b> ” as in “ <b>altar</b> ”?	26
Lesson 10: The “ <b>e</b> ” better than the “ <b>a</b> ” theory	27

**3**

### Lessons 11-15

Lesson 11: Do we spell with “ <b>ee</b> ” as in “ <b>meet</b> ” or “ <b>ea</b> ” as in “ <b>meat</b> ”?	29
Lesson 12: Do we spell with “ <b>ence</b> ” as in “ <b>confidence</b> ” or “ <b>ance</b> ” as in “ <b>acceptance</b> ”?	30
Lesson 13: Do we spell with “ <b>ent</b> ” as in “ <b>confident</b> ” or “ <b>ant</b> ” as in “ <b>important</b> ”?	36
Lesson 14: Do we spell with “ <b>ency</b> ” as in “ <b>frequency</b> ” or “ <b>ancy</b> ” as in “ <b>occupancy</b> ”?	40
Lesson 15: Do we use “ <b>ory</b> ” as in “ <b>factory</b> ” or “ <b>ary</b> ” as in “ <b>ordinary</b> ” or “ <b>ery</b> ” as in “ <b>bakery</b> ”?	41

**4**

### Lessons 16-20

Lesson 16: Do we spell with an “ <b>s</b> ” as in “ <b>side</b> ” or with a “ <b>c</b> ” as in “ <b>decide</b> ”?	45
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Lesson 17: Do we spell with a final “ <b>s</b> ” as in “ <b>has</b> ” or a final “ <b>ss</b> ” as in “ <b>class</b> ”?	50
Lesson 18: Do we spell with a “ <b>c</b> ” as in “ <b>cereal</b> ” or an “ <b>s</b> ” as in “ <b>serial</b> ”?	53
Lesson 19: Do we spell with an “ <b>s</b> ” as in “ <b>seal</b> ” or a “ <b>c</b> ” as in “ <b>conceal</b> ”?	55
Lesson 20: Why do we spell with a “ <b>c</b> ” not an “ <b>s</b> ” in words like “ <b>legacy</b> ” and “ <b>prince</b> ”?	59

**5****Lessons 21-25**

Lesson 21: Why do we spell the “ <b>k</b> ” sound with a “ <b>c</b> ” but not a “ <b>k</b> ” as in “ <b>calculator</b> ”?	61
Lesson 22: When do we use a “ <b>c</b> ” before the “ <b>k</b> ” as in “ <b>pick</b> ” or not use a “ <b>c</b> ” as in “ <b>pink</b> ”?	63
Lesson 23: Do we spell with a “ <b>ch</b> ” as in “ <b>chemistry</b> ” or a “ <b>c</b> ” as in “ <b>calculator</b> ”?	64
Lesson 24: Do we spell the sound of “ <b>kw</b> ” with a “ <b>kw</b> ” or with a “ <b>qu</b> ” as in “ <b>queen</b> ”?	66
Lesson 25: Do we spell the sound of “ <b>ks</b> ” with “ <b>ks</b> ” or with an “ <b>x</b> ” as in “ <b>export</b> ”?	67

**6****Lessons 26-30**

Lesson 26: Do we spell the sound of “ <b>k</b> ” with “ <b>k</b> ” as in “ <b>keep</b> ” or “ <b>c</b> ” as in “ <b>club</b> ”?	69
Lesson 27: Do we spell with “ <b>pp</b> ” as in “ <b>apple</b> ” or one “ <b>p</b> ” as in “ <b>sample</b> ” and “ <b>maple</b> ”?	73
Lesson 28: Do we spell with “ <b>able</b> ” as in “ <b>bearable</b> ” or “ <b>ible</b> ” as in “ <b>terrible</b> ”?	78
Lesson 29: Do we spell with “ <b>table</b> ” as in “ <b>chartable</b> ” or “ <b>tible</b> ” as in “ <b>deductible</b> ”?	84
Lesson 30: Change the final “ <b>le</b> ” to “ <b>il</b> ” and add “ <b>ity</b> ” as in “ <b>capability</b> ” and “ <b>responsibility</b> ”	87

**7****Lessons 31-35**

Lesson 31: Do we spell with “ <b>ll</b> ” as in “ <b>cell</b> ” or with one “ <b>l</b> ” as in “ <b>excel</b> ”?	89
Lesson 32: Do we spell with “ <b>ll</b> ” as in “ <b>shell</b> ” or with one “ <b>l</b> ” as in “ <b>shelter</b> ”?	90
Lesson 33: As in “ <b>fill</b> ,” double the final “ <b>l</b> ” in one-syllable words that contain one vowel	92
Lesson 34: As in “ <b>hospital</b> ,” usually long words end with one “ <b>l</b> ”	94
Lesson 35: Why do we spell with one “ <b>l</b> ” as in “ <b>control</b> ” and with “ <b>ll</b> ” as in “ <b>controlled</b> ”?	97

## 8

## Lessons 36-40

Lesson 36: Inside words, do we use one “l” as in “concealed” or “ll” as in “dolly”?	101
Lesson 37: Do we use “ar” as in “beggar” or “er” as in “carpenter” or “or” as in “doctor”?	108
Lesson 38: Do we spell with “ir” as in “skirt” or “ur” as in “Kurt”?	119
Lesson 39: Do we spell with “e” as in “kernel” or with “a” as in “trivial”?	124
Lesson 40: Do we spell with “ise” as in “surprise” or “ize” as in “realize”?	128

## 9

## Lessons 41-45

Lesson 41: Do we spell with “ion” as in “onion” or “ian” as in “Indian”?	131
Lesson 42: Do we spell with “cious” as in “delicious” or “tious” as in “ambitious”?	134
Lesson 43: Together “o” and “u” as in “humorous” sound like a schwa ə sound	136
Lesson 44: Do we spell with “eed” as in “succe <del>ed</del> ” or “ede” as in “recede”?	137
Lesson 45: Do we spell with “ey” as in “monkey” or “y” as in “lucky”?	138

## 10

## Lessons 46-50

Lesson 46: Do we spell with “ai” as in “maid” or “a-e” as in “made”?	141
Lesson 47: Spell with “ei” not “ie” after “c” as in “receive”?	142
Lesson 48: Why do we need silent letters like the silent “u” in “guess”?	143
Lesson 49: When to add “es” as in “class→classes” or an “s” as in “book→books”?	144
Lesson 50: Do we spell with an “i” as in “crisis” or an “e” as in “crises”?	146

## 11

## Lessons 51-55

Lesson 51: About French words like “ballet” and “dinette”	147
Lesson 52: Words with unique spelling patterns: McNeil, patient, complexions	148
Lesson 53: Acronyms and abbreviations like “Ph.D.”	149

Lesson 54: Use an apostrophe (') to replace something omitted	150
Lesson 55: An introduction to the <b>compound</b> and <b>hyphenated</b> words	152

## 12

### Lessons 56-60

Lesson 56: The final <b>ff</b> , <b>zz</b> , <b>ll</b> , and <b>ss</b> come in doubles after short vowels	155
Lesson 57: A single final “ <b>r</b> ” is doubled when inside words as in “occur→ occurred.”	157
Lesson 58: The <b>v</b> , <b>x</b> , and <b>k</b> do not double	158
Lesson 59: Silent letters to protect short vowels from becoming long as in “bom <b>bed</b> ”	160
Lesson 60: Silent letters have useful functions like the silent “h” in “g <b>h</b> etto”	161

## 13

### Lessons 61-65

Lesson 61: Do we spell with a final “ <b>se</b> ” as in “tense” or a final “ <b>ce</b> ” as in “fence?”	163
Lesson 62: The silent “e” as in large <b>e</b> , fence <b>e</b> , face <b>e</b> , cake <b>e</b> , teeth <b>e</b> , paste <b>e</b> , and aide <b>e</b> is useful	168
Lesson 63: The silent “o” in “Doug” is to tell apart the two words “ <b>Doug</b> ” and “dug”	170
Lesson 64: The <b>11</b> digraphs of <b>H</b> : <b>sh</b> ip, <b>th</b> is, <b>th</b> ink, <b>ea</b> ch, <b>sch</b> ool, <b>ch</b> ef, <b>ph</b> oto, <b>wh</b> o, <b>wh</b> en, <b>ri</b> ght, <b>enough</b>	171
Lesson 65: A list of nearly all the silent letters in <b>384</b> words: sub <b>b</b> -poe-na, file <b>t</b> mignon	172

## 14

### Lessons 66-70

Lesson 66: Do we spell with “ <b>tt</b> ” as in “admitted” or one “ <b>t</b> ” as in “limited” and why?	177
Lesson 67: Why do we spell with “ <b>rr</b> ” as in “tomorrow”?	178
Lesson 68: Why do we spell with “ <b>nn</b> ” as in “millennium”?	179
Lesson 69: Why do we spell with “ <b>ss</b> ” as in “recession”?	181
Lesson 70: The schwa sound as in permanent, poetry, credible, memory, and virus	182

**15****Lessons 71-75**

Lesson 71: The <b>l, m, n, r</b> , and <b>s</b> are semivowels. What is the Semivowels Theory?	<b>187</b>
Lesson 72: Vowels acting like consonants as in <b>language</b> , <b>choir</b> , and <b>onion</b>	<b>192</b>
Lesson 73: Do we spell with a soft “ <b>g</b> ” as in “ <b>large</b> ” or a “ <b>j</b> ” as in “ <b>job</b> ”?	<b>193</b>
Lesson 74: Why does the “ <b>g</b> ” sound hard as in “ <b>get</b> ”?	<b>195</b>
Lesson 75: The consonant “ <b>w</b> ” becomes a vowel as in <b>few</b> , <b>snow</b> , and <b>law</b>	<b>197</b>

**16****Lessons 76-80**

Lesson 76: The final “ <b>y</b> ” as a vowel as in “ <b>fly</b> ” and inside words as in “ <b>gym</b> ”	<b>199</b>
Lesson 77: Changing the “ <b>y</b> ” to “ <b>i</b> ” as in “ <b>pay</b> → <b>paid</b> ” or keeping it as in “ <b>play</b> → <b>played</b> ”?	<b>201</b>
Lesson 78: The “ <b>y</b> ” in “- <b>ify</b> ” is in 20 words and it changes to an “ <b>i</b> ” as in “ <b>justify</b> → <b>justified</b> ”	<b>205</b>
Lesson 79: The vowel “ <b>y</b> ” inside words as in “ <b>a-sy-lum</b> ” and inside syllables as in “ <b>syn-tax</b> ”	<b>206</b>
Lesson 80: Mnemonic tips to remember 64 problematic words: <b>dessert</b> and <b>desert</b>	<b>207</b>

**17****Lessons 81-85**

Lesson 81: The long sound of the vowel <b>ē</b> spelled with “ <b>ea</b> ” as in “ <b>meat</b> ”	<b>209</b>
Lesson 82: The long sound of the vowel <b>ē</b> spelled with “ <b>ee</b> ” as in “ <b>meet</b> ”	<b>211</b>
Lesson 83: The long sound of the vowel <b>ā</b> spelled with “ <b>ai</b> ” as in “ <b>main</b> ”	<b>212</b>
Lesson 84: The long sound of the vowel <b>ī</b> spelled with “ <b>ie</b> ” as in “ <b>tie</b> ”	<b>213</b>
Lesson 85: The long sound of the vowel <b>ō</b> spelled with “ <b>oe</b> ” as in “ <b>toe</b> ”	<b>214</b>

**18****Lessons 86-90**

Lesson 86: The long sound of the vowel <b>ō</b> spelled with “ <b>oa</b> ” as in “ <b>coat</b> ”	<b>215</b>
Lesson 87: The long sound of the vowel <b>ō</b> spelled with “ <b>ou</b> ” as in “ <b>soul</b> ”	<b>216</b>
Lesson 88: The long sound of the vowel <b>ū</b> spelled with “ <b>ue</b> ” as in “ <b>continue</b> ”	<b>217</b>
Lesson 89: The long sound of the vowel <b>ū</b> spelled with “ <b>ui</b> ” as in “ <b>suit</b> ”	<b>218</b>
Lesson 90: Compare homonyms in sentences to remember their spelling	<b>219</b>

**19****Lessons 91-95**

Lesson 91: The long sound of the vowel <b>ā</b> spelled with “ <b>a-e</b> ” as in “ <b>fate</b> ”	<b>221</b>
Lesson 92: The long sound of the vowel <b>ē</b> spelled with “ <b>e-e</b> ” as in “ <b>complete</b> ”	<b>223</b>
Lesson 93: The long sound of the vowel <b>ē</b> spelled with “ <b>i-e</b> ” as in “ <b>routine</b> ”	<b>224</b>
Lesson 94: The long sound of the vowel <b>ī</b> spelled with “ <b>i-e</b> ” as in “ <b>bite</b> ”	<b>225</b>
Lesson 95: The long sound of the vowel <b>ī</b> spelled with “ <b>y-e</b> ” as in “ <b>type</b> ”	<b>226</b>

**20****Lessons 96-100**

Lesson 96: The long sound of the vowel <b>ō</b> spelled with “ <b>o-e</b> ” as in “ <b>hope</b> ”	<b>227</b>
Lesson 97: The long sound of the vowel <b>ū</b> spelled with “ <b>u-e</b> ” as in “ <b>cute</b> ”	<b>228</b>
Lesson 98: The short <b>ă</b> sound followed by one or two consonants as in “ <b>fat</b> ” and “ <b>fatter</b> ”	<b>229</b>
Lesson 99: The short <b>ĕ</b> followed by one or two consonants as in “ <b>pet</b> ” and “ <b>petted</b> ”	<b>230</b>
Lesson 100: The short <b>ĕ</b> sound followed by a silent “a” as in “ <b>read</b> ” and “ <b>bread</b> ”	<b>231</b>

**21****Lessons 101-105**

Lesson 101: The short <b>ĭ</b> sound followed by one or two consonants as in “ <b>sit</b> ” and “ <b>sitting</b> ”	<b>233</b>
Lesson 102: The short <b>ō</b> sound followed by one or two consonants as in “ <b>hot</b> ” and “ <b>hotter</b> ”	<b>234</b>
Lesson 103: The short <b>ŭ</b> sound followed by one or two consonants as in “ <b>cut</b> ” and “ <b>cutter</b> ”	<b>235</b>
Lesson 104: The short <b>ŭ</b> sound spelled as in: <b>Doug</b> , <b>son</b> , <b>flood</b>	<b>236</b>
Lesson 105: The <b>nine</b> possible ways to divide words into syllables	<b>237</b>

**Italic letters** in this book represent silent letters like the silent “p” in “receipt.”

**Dots** inside words indicate divisions of words into syllables, as in “win·dow.”

**Vowels** are **a, e, i, o, u**, sometimes **y** as in “sky” and sometimes **w** as in “few.” Vowels are the important letters and they rule the language. Vowels help each other. Vowels change drastically; they make 38 sounds that are spelled in 96 spelling patterns we call phonics. To study vowels comprehensively, an entire book about each vowel is needed.

**Consonants** are the rest of the letters. The major difference between vowels and consonants is that vowels have sounds, while consonants are soundless unless they are said with a vowel. The eight consonants **c, g, h, q, s, x, w, and y** are also inconsistent.

**A syllable** is a part of a word that contains **only** one vowel **sound**. There are two syllables in “win·dow,” “win” and “dow.” There is only one syllable in the word “me.” There are three syllables in “me·di·a.” There are five syllables in “com·mu·ni·ca·tion.” There is one syllable in “cake.” There are three syllables in “beau·ti·ful.” There is one syllable in “stopped.”

**A schwa** is a weak sound of any vowel, like the “a” in “sep·a·rate,” the “e” in “sou·ve·nir,” the “i” in “sol·i·tude,” the “o” in “mem·o·ry,” and the “u” in “vir·us.” Other syllables may be stressed, but not the syllables where the schwa is.

**A phonic** is a single sound produced by a letter or by a number of letters. For examples, the “sh” in “ship” is a single sound produced by two letters and so is the “au” in “au·to.” The “ture” in “cul·ture” is a single sound produced by four letters. Like the “y” in “sky,” one letter that does not sound like its letter name is also a phonic.

English words were written for memorizers, not for analyzers that need logic before they can memorize. *In English we must memorize our ABC's, memorize over 180 symbols of sounds we call phonics (ph=f), and memorize which phonic to choose when spelling every single sound in every English word (choosing: sophisticated or sofisticated).*

The 180 symbols of sounds we call phonics should have been added to the English alphabet. Memorizers (40% of us) can memorize the spelling of phonics while reading words in sentences (*whole language*); analyzers (60% of us), however, cannot memorize the spelling of phonics in words unless presented to them logically and one-word-a-time.

**Semivowels:** The consonants **l, m, n, r, and s** can sometimes act like vowels, for this reason the author named them semivowels. The semivowel “l” in “child” makes the “i” sound long, the “m” in “comb” makes the “o” long, the “n” in “range” makes the “a” long, the “r” in “port” makes the “o” long, and the “s” in “paste” makes the “a” long. In spite of being consonants, the semivowels have some sounds of their own, even when not said with vowels.

**Reading aloud:** Learners must read aloud all the practice lessons in *Camilia's Program*. If reading silently, they will understand a spelling rule but will not memorize the spelling of the words that follow that rule; and there is a difference between understanding and memorizing.

For details on how to use this program, read the **Teachers' Guide** or visit **SpellingRules.com**

### **Who will benefit from *Camilia's Program*™?**

**Nearly everyone:** *Camilia's Program* is for adults from diverse backgrounds, for children of all ages, and for parents or teachers to aid children in K-12.

**Analytical learners:** Those with spelling difficulties or dyslexia are analytic learners; they need logic before they can memorize. Typically, such persons are highly focused on one thing at a time; and when reading they cannot focus simultaneously on comprehension and on the way words are spelled. The reality is that analytical learners question anything that does not seem logical. For instance, they need logical explanations as to why "My cat is **cute**." is not spelled "Mi **kat** iz **qut**." *Camilia's Program* injects a logical spelling rule before every lesson.

**Adults and older children:** Usually, adults and older children (*fourth grade and up*) become more logical and need to understand something before they can memorize it. It is too late for an adult to memorize the spelling of words without first understanding why a single sound like the *cian* in *musician* is not spelled with *tion*. They may be able to read *musician* but when they try to write it, they do not remember whether to write **musician** or **mussion** or **musition** or **musiceon** or **musishin**. *Camilia's Program* supplies rules for when to use *cian* as in **musician** or *sion* as in **expression** or *tion* as in **action** or *cean* as in **ocean**.

**Those labeled with dyslexia or ADD:** Many students diagnosed with reading or spelling difficulties were told they had dyslexia. For information about preventing or ending dyslexia, please read an article titled *Uncovering the Mystery of Dyslexia* by Camilia Sadik on SpellingRules.com. You will discover that dyslexia is acquired but only by poor spellers who need logic before they can memorize. You will see how dyslexia can be prevented or ended. Most cases of ADD are due to boredom from sitting in class and not learning. If your child has been diagnosed with ADD, think twice before accepting medications to calm him or her down.

**ESL learners:** At the start, ESLL specifically benefit from *Read Instantly* and *English for Nonnative English Speakers*. At a later stage, they benefit from the rest of the books.

**Conclusion:** *Camilia's Program* is not limited to those labeled with dyslexia or ADD. It is not limited to ESL or to analytic learners or to any types of learners. All benefit from this comprehensive phonics and spelling program, and it is for all types of learners.

## Lessons 1-5

## 1

 **Lesson 1:** Do we spell with “**c**ial” as in “**social**” or with “**t**ial” as in “**essential**”?

**Rule** Spell with “**c**ial” after a vowel as in “**social**” and with “**t**ial” after a consonant as in “**essential**.”

**Details** The “**c**ial” and “**t**ial” endings occur in approximately **37** words.

## Practice

vowel+**c**ial in 11 words

fa· <b>c</b> ial	ra· <b>c</b> ial	gla· <b>c</b> ial	of·fi· <b>c</b> ial
ben·e·fi· <b>c</b> ial	ar·ti·fi· <b>c</b> ial	su·per·fi· <b>c</b> ial	ju·di· <b>c</b> ial
spe· <b>c</b> ial	cru· <b>c</b> ial	so· <b>c</b> ial	

consonant+**t**ial in 19 words

res·i·den· <b>t</b> ial	pres·i·den· <b>t</b> ial	cre·den· <b>t</b> ial	pru·den· <b>t</b> ial
con·fi·den· <b>t</b> ial	po·ten· <b>t</b> ial	ex·is·ten· <b>t</b> ial	in·flu·en· <b>t</b> ial
ref·er·en· <b>t</b> ial	es·sen· <b>t</b> ial	se·quen· <b>t</b> ial	con·se·quen· <b>t</b> ial
sub·stan· <b>t</b> ial	cir·cum·stan· <b>t</b> ial	par· <b>t</b> ial	mar· <b>t</b> ial
nup· <b>t</b> ial	pre·nup· <b>t</b> ial	tan·gen· <b>t</b> ial	

 **Exceptions:** Memorize these seven exceptions—the word “**controversial**” contradicts all the rules because it is spelled with an “**s**.”

fi·nan· <b>c</b> ial	com·mer· <b>c</b> ial	pro·vin· <b>c</b> ial	in·i· <b>t</b> ial
spa· <b>t</b> ial	pa·la· <b>t</b> ial	con·tro·ver· <b>s</b> ial	

 Read the above 37 words aloud as many times as needed until you memorize their spelling.

Copy these words and do not try to guess their spelling. Look at each word before you begin to copy it and do not look away from it until you are 100% confident that you can spell it:

facial

racial

glacial

official

facialracialglacialofficial

beneficial

artificial

superficial

judicial

special

crucial

social

residential

presidential

credential

prudential

confidential

potential

existential

influential

referential

essential

sequential

consequential

substantial

circumstantial

partial

martial

congentail

prenuptial

financial

commercial

provincial

initial

spatial <sup>+</sup>palatial ~~x~~

controversial

initially

controversially

potentially

existentialism

Fill in the blanks using the endings “cial” or “tial” or “sial”:

so sialessen cial

spe \_\_\_\_\_

fa \_\_\_\_\_

offi cial

substan \_\_\_\_\_

creden \_\_\_\_\_

residen \_\_\_\_\_

artifi \_\_\_\_\_

consequen \_\_\_\_\_

ra \_\_\_\_\_

poten \_\_\_\_\_

confiden \_\_\_\_\_

circumstan \_\_\_\_\_

cru \_\_\_\_\_

pruden \_\_\_\_\_

gla \_\_\_\_\_

referen \_\_\_\_\_

benefi \_\_\_\_\_

influen \_\_\_\_\_

judi \_\_\_\_\_

nup \_\_\_\_\_

par \_\_\_\_\_

mar \_\_\_\_\_

prenup \_\_\_\_\_

spa \_\_\_\_\_

pala \_\_\_\_\_

ini \_\_\_\_\_

finan \_\_\_\_\_

commer \_\_\_\_\_

provin \_\_\_\_\_

contraver \_\_\_\_\_

so \_\_\_\_\_ ly

essen \_\_\_\_\_ ly

spe \_\_\_\_\_ ly

offi \_\_\_\_\_ ly

par \_\_\_\_\_ ly

ini \_\_\_\_\_ ly

finan \_\_\_\_\_ ly

commer \_\_\_\_\_ ly

commer \_\_\_\_\_ ized

existen \_\_\_\_\_

existen \_\_\_\_\_ ism

existen \_\_\_\_\_ ist

cru \_\_\_\_\_ ly

congen \_\_\_\_\_



## Lesson 2: Do we spell with “f” as in “font,” “ph” as in “geography,” or “gh” as in “enough”?

**Rule** • The letter “f” is not allowed long words, and if a word is long (more than one or two syllables) as in “geography,” then the sound of “f” is spelled with a “ph.” Note that the origin of the “ph” is derived from the Greek language. • As in “enough,” the “gh” that sounds like an “f” occurs in approximately **seven** words.

### Practice

#### gh occurs in 7 words

e·nough

tough

rough

cough

laugh

slough

trough

sough

The following **39** words are examples of a countless number of long words that contain a “ph.” Remember that the “f” is not allowed in long words:

ge·og·ra·phy

phi·los·o·phy

bi·og·ra·phy

au·to·bi·og·ra·phy

a·pos·tro·phe

-·pe·riph·er·al

hy·phen·at·ed

neph·ew

at·mos·phere

eu·phe·mism

phy·si·cian

× Phi·la·del·phi·a

Phi·lip·pine

am·phib·i·an

× am·phi·the·a·ter

so·phis·ti·cat·ed

graph·ics

el·e·phant

phar·ma·cy

phar·ma·cist

al·pha·bet

em·pha·size

em·pha·sis

sym·pho·ny

pho·nol·o·gy

pho·bic

phon·ics

pho·net·ic

pho·neme

met·a·phor

pho·to·graph

tri·umph

par·a·graph

pam·phlet

oph·thal·mol·o·gy

diph·thong

schiz·o·phre·ni·a

par·a·phrase

× Eu·phra·tes



Exceptions: The following **21** words are exceptions because they are relatively long, yet spelled with an “f,” not with a “ph.” Either memorize these words or know that the stem “fer” is Latin, not Greek and we do not use a “ph” in Latin words. Also, the “f” in these words may be followed by a consonant as in “**fluency**,” while the “ph” is normally followed by a vowel except in the three words **phrase**, **schizophrenia**, and **Euphrates**. Note that in this book a long word means a word that has more than one or two syllables.

### **f** occurs in **21** relatively long words

re·fer	pre·fer	trans·fer
fel·o·ny 	fem·i·nine	fi·nite 
fi·del·i·ty	in·fant	fa·nat·ic 
fab·u·lous	fa·cil·i·tate	fam·i·ly
fan·ta·sy	fal·la·cy 	fan·tas·tic
fam·ine 	com·fort	fu·gi·tive
fu·ri·ous	fur·ni·ture	ref·uge



Read all the above words aloud as many times as needed until you memorize their spelling.

 Make a copy of page 16, which is a lined page, and then copy all the above words in lesson 2. Know that anytime you are asked to copy words, do not try to guess their spelling. Instead, look at each word before you begin to copy it and do not look away from it until you are 100% confident that you can spell it.

Fill in the blanks using f, ff, ph, or gh:

photogra \_ \_

sym \_ \_ ony

sa \_ e

cou \_ \_

\_ \_ armacist

geogra \_ \_ y

enou \_ \_

\_ \_ ree

\_ \_ ysician

Christo \_ \_ er

al \_ \_ abet

ele \_ \_ ant

\_ \_ iloso \_ \_ y

lau \_ \_

\_ \_ onics

meta \_ \_ or

paragra \_ \_

autobiogra \_ \_ y

tou \_ \_

\_ ew

ne \_ \_ ew

so \_ \_ isticated

Je \_ \_

am \_ \_ itheater

am \_ \_ ibian

trans \_ er

\_ \_ ase

com \_ \_ ort

rou \_ \_

mu \_ \_ ler

schizo \_ \_ renia

para \_ \_ rase

di \_ \_ icult

Ste \_ \_ anie

rou \_ \_

hy \_ \_ en

\_ ont

pre \_ \_ er

pre \_ \_ erred

re \_ \_ erence

pre \_ \_ erence

\_ ur

\_ urniture

\_ antastic

\_ abulous

cou \_ \_ ing

lau \_ \_ ing

rou \_ \_ ly

stu \_ \_

stu \_ \_ ed

stu \_ \_ ing



**Lesson 3:** Do we spell with **tion** as in **nation**, **sion** as in **expression**, or **cian** as in **musician**?

**Rule •cian:** As in “musician,” we use “**cian**” in approximately **17** words that describe a person’s profession or hobby. **•sion:** We use “**sion**” in approximately **27** words that already end with an “**ss**” as in **express**→**expression** and in **10** other words that contain the word “**mission**” as in “**admission**.” **•tion:** We use “**tion**” in the rest of such words as in “**action**.”

**Details** Spell with “**tion**” as is “**nation**” **99%** of the time, spell with “**sion**” as in “**expression**” in **47** words, and spell with “**cian**” as in “**musician**” in **16** words.

### Practice

#### cian occurs in 17 words

music→musician

electric→electrician

politic→politician

mathematic→mathematician

arithmetic→arithmetician

pediatric→pediatrician

clinic→clinician

technique→technician

diet→dietician

magic→magician

physic→physician

statistic→statistician

logic→logician

optic→optician

obstetric→obstetrician

practice→patrician

beauty→beautician

#### sion occurs in 47 words

express→expression

oppress→oppression

repress→repression

suppress→suppression

aggress→aggression

congress→congressional

impress→impression

depress→depression

progress→progression

regress→regression

egress→egression

recess→recession

process → procession

access → accession

obsess → obsession

profess → profession

possess → possession ✓

concuss → concussion

compass → compassion

session

success → succession

excess → excision

confess → confession

profess → professional

discuss → discussion

pass → passion

percussion

concession

Memorize these **nine** words that contain the word “mission”:

mission

admission

intermission

transmission

emission

remission

commission

commissioner

permission

**Eight** of these words are preceded by “en” and two are preceded by “an”:

ten·sion

in·ten·sion

ex·ten·sion

pre·ten·sion ✓

pen·sion

ap·pre·hen·sion

com·pre·hen·sion

di·men·sion

man·sion

ex·pan·sion



#### Exceptions

sus·pi·cion

com·plex·ion

o·cean

**tion** for the rest of such words

na·tion	i·mag·i·na·tion	op·er·a·tion
co·op·er·a·tion	cor·po·ra·tion	sep·a·ra·tion
im·mi·gra·tion	in·te·gra·tion	reg·is·tra·tion
con·sid·er·a·tion	con·grat·u·la·tions	re·la·tion
var·i·a·tion	e·val·u·a·tion	mo·ti·va·tion
veg·e·ta·tion	in·ter·pre·ta·tion	ad·ap·ta·tion
con·ver·sa·tion	im·mu·ni·za·tion	ed·u·ca·tion
ap·pli·ca·tion	com·mu·ni·ca·tion	dis·trib·u·tion
ev·o·lu·tion	pol·lu·tion	cau·tion
mo·tion	e·mo·tion	pro·mo·tion
au·di·tion	ad·di·tion	co·a·li·tion
su·per·sti·tion	in·ten·tion	in·ven·tion
con·ven·tion	in·ter·ven·tion	ac·tion
auc·tion	di·rec·tion	at·trac·tion
fic·tion	frac·tion	sanc·tion
in·duc·tion	de·duc·tion	sub·trac·tion
in·struc·tion	per·fec·tion	ex·cep·tion
a·dop·tion	por·tion	di·ges·tion



Read all the above words aloud as many times as needed until you memorize their spelling.

Copy these words and do not try to guess their spelling. Look at each word before you begin to copy it and do not look away from it until you are certain that you can spell it:

musician

magician

politician

physician

electrician

statistician

mathematician

logician

arithmetician

optician

obstetrician

pediatrician

patrician

technician

beautician

dietician

expression

impression

oppression

depression

repression

progression

suppression

regression

aggression

egression

congressional

recession

procession

succession

accession

excision

obsession

confession

profession

obsession

possession

discussion

concussion

passion

compassion	percussion	session	concession
mission	admission	intermission	transmission
emission	remission	commission	commissioner
permission	tension	intension	extension
pretension	pension	apprehension	comprehension
dimension	mansion	expansion	missionary
suspicion	complexion	complexions	ocean
nation	imagination	operation	cooperation
corporation	application	interpretation	immigration

Fill in the blanks using “tion,” “cian,” or “sion”:

magi \_\_\_\_\_

mis \_\_\_\_\_

musi \_\_\_\_\_

expres \_\_\_\_\_

logi \_\_\_\_\_

confes \_\_\_\_\_

impres \_\_\_\_\_

applica \_\_\_\_\_

tradi \_\_\_\_\_

subtrac \_\_\_\_\_

oppres \_\_\_\_\_

depres \_\_\_\_\_

repres \_\_\_\_\_

electri \_\_\_\_\_

discus \_\_\_\_\_

physi \_\_\_\_\_

mathemati \_\_\_\_\_

admis \_\_\_\_\_

exten \_\_\_\_\_

politi \_\_\_\_\_

pediatri \_\_\_\_\_

obstetri \_\_\_\_\_

transmis \_\_\_\_\_

techni \_\_\_\_\_

beauti \_\_\_\_\_

dieti \_\_\_\_\_

progres \_\_\_\_\_

mis\_\_\_\_\_ary

commis \_\_\_\_\_

reces \_\_\_\_\_

aggres \_\_\_\_\_

egres \_\_\_\_\_

intermis \_\_\_\_\_

profe \_\_\_\_\_

emis \_\_\_\_\_

remis \_\_\_\_\_

permis \_\_\_\_\_

obses \_\_\_\_\_

posses \_\_\_\_\_

compas \_\_\_\_\_

concus \_\_\_\_\_

percus \_\_\_\_\_

ten \_\_\_\_\_

pen \_\_\_\_\_

dimen \_\_\_\_\_

man \_\_\_\_\_

excep \_\_\_\_\_

expan \_\_\_\_\_



## Lesson 4: We spell the sound of “sion” as in “vision” with “sion.”

**Rule** The ending “sion” as in “vision” has a special sound, which is different from the sound of “sion” as in “expression.” When you hear yourself saying this special sound of “sion” as in “vision,” spell it with “sion.”

**Details** The “sion” as in “vision” occurs in approximately 38 words and a few of these words have to do with seeing “visual” through the eyes as in “television” or through the mind as in “envision.”

### Practice

vi·sion	tel·e·vi·sion	en·vi·sion
re·vi·sion	su·per·vi·sion	di·vi·sion
de·ci·sion	in·ci·sion	pre·ci·sion
col·li·sion		
con·fu·sion	dif·fu·sion ✗	in·fu·sion
trans·fu·sion	con·clu·sion	in·clu·sion
ex·clu·sion	pre·clu·sion	in·tru·sion
il·lu·sion	e·lu·sion	de·lu·sion
ex·plo·sion	e·ro·sion	cor·ro·sion
oc·ca·sion	in·va·sion	e·va·sion
ab·ra·sion	le·sion	
ver·sion	a·ver·sion	in·ver·sion
sub·ver·sion	sub·mer·sion	con·ver·sion
im·mer·sion	ex·cur·sion	[Per·sian]

Read aloud the above 39 words in Lesson 4 and then use **one** copy of page 16 to copy all the words that you read.

**Lesson 5:** Do we spell with “ege” as in “college” or “age” as in “cabbage”?

**Rule** The “ege” as in “college” is in approximately **three** words and the ending “age” as in “cabb**age**” is in the rest of such words.

**Practice****ege occurs in 3 words**

col·lege

priv·i·lege

cor·tege

**age for the rest of such words**

lan·guage

cab·bage

bag·gage

mort·gage

dam·age

rum·mage

man·age

or·phan·age

sav·age

sal·vage

post·age

hos·tage

short·age

out·age

volt·age

foot·age

front·age

her·i·tage

cot·age

ad·van·tage

pack·age

wreck·age

mile·age

vil·lage

car·ti·lage

ban·dage

ad·age

sau·sage

mes·sage

mas·sage

pas·sage

us·age

av·er·age

cov·er·age

lev·er·age

for·age

hem·or·rhage

cour·age

dis·cour·age

cour·age·ous

car·riage

mar·riage

**Note:** These three words contain a silent **d**: knowl·edge, ac·knowl·edge, car·tridg**e****Read** aloud the above 48 words in Lesson 5 and then use **one** copy of page 16 to copy the same words that you read.

Fill in the blanks using “age” or “ege”:

langu \_ \_ \_

cabb \_ \_ \_

coll \_ \_ \_

mortg \_ \_ \_

privil \_ \_ \_

dam \_ \_ \_

man \_ \_ \_

salv \_ \_ \_

post \_ \_ \_

short \_ \_ \_

herit \_ \_ \_

advant \_ \_ \_

pack \_ \_ \_

marri \_ \_ \_

vill \_ \_ \_

saus \_ \_ \_

carri \_ \_ \_

mess \_ \_ \_

mass \_ \_ \_

aver \_ \_ \_

discour \_ \_ \_

cour \_ \_ \_ ous

cour \_ \_ \_ ously

privil \_ \_ \_ s

pack \_ \_ \_ s

advent \_ \_ \_ s

advent \_ \_ \_ ous

knowl \_ d \_ \_

acknowl \_ d \_ \_

acknowl \_ d \_ \_ ment




**Lesson 6:** Do we spell with “**ist**” as in “**artist**” or with “**est**” as in “**smallest**”?

**Rule** • Spell with “**ist**” in words that refer to a person’s profession as in “**dentist**” or hobby as in “**artist**” or belief as in “**socialist**.” • Spell with “**est**” as in “**smallest**” when comparing three or more things—the form is called a superlative form as in ↗ small→smaller→smallest.

**Details**

- The “**ist**” sounds slightly differently from the “**est**.” However, some of us cannot hear this slight difference between the two sounds.
- As in **happy→happier→happiest**, change the “**y**” to an “**i**” and then add the “**est**.”

**Practice**
**ist** for careers, hobbies, or beliefs

art <b>ist</b>	den <b>tist</b>	sci <b>en</b> <b>tist</b>
spe <b>cial</b> <b>ist</b>	nov <b>el</b> <b>ist</b>	jour <b>nal</b> <b>ist</b>
ma <b>chin</b> <b>ist</b> *	typ <b>ist</b>	pi <b>an</b> <b>ist</b>
gui <b>tar</b> <b>ist</b>	col <b>um</b> <b>nist</b>	hy <b>gien</b> <b>ist</b>
lyr <i>i</i> c <b>ist</b>	phar <b>ma</b> <b>cist</b>	drug <b>gist</b>
op <b>tom</b> <i>e<b>trist</b> *</i>	psy <b>chi</b> <i>a<b>trist</b></i>	ge <b>ne</b> <i>al</i> <b>o</b> <b>gist</b>
gy <b>ne</b> <b>col</b> <i>o<b>gist</b></i>	car <b>di</b> <i>ol</i> <b>o</b> <b>gist</b>	ne <b>u</b> <i>rol</i> <b>o</b> <b>gist</b>
der <b>ma</b> <b>tol</b> <i>o</i> <b>gist</b>	ge <b>ol</b> <i>o</i> <b>gist</b>	psy <b>chol</b> <i>o</i> <b>gist</b>
zo <b>ol</b> <i>o</i> <b>gist</b>	so <b>ci</b> <i>ol</i> <b>o</b> <b>gist</b>	an <b>thro</b> <i>pol</i> <b>o</b> <b>gist</b>
ar <b>che</b> <i>ol</i> <b>o</b> <b>gist</b>	a <b>nal</b> <b>yst</b>	[gymnast]
so <b>cial</b> <b>ist</b>	Bap <b>tist</b>	Meth <b>od</b> <b>ist</b>
Bud <b>dhist</b>	Marx <b>ist</b>	ac <b>tiv</b> <b>ist</b>
lob <b>by</b> <b>ist</b>	rac <b>ist</b>	cap <i>i</i> <b>tal</b> <b>ist</b>
en <b>vi</b> <i>ron</i> <b>men</b> <i>tal<b>ist</b></i>	im <b>pe</b> <i>ri</i> <b>al</b> <b>ist</b>	i <b>de</b> <i>al</i> <b>ist</b>
ma <b>te</b> <i>ri</i> <b>al</b> <b>ist</b>	ex <b>is</b> <i>ten</i> <b>tial</b> <b>ist</b>	in <b>di</b> <i>vid</i> <i>u</i> <b>al</b> <b>ist</b>

in·ter·na·tion·al·ist	na·tion·al·ist	real·ist
fun·da·men·tal·ist	fi·nal·ist	op·por·tun·ist
Zi·on·ist	rev·o·lu·tion·ist	ev·o·lu·tion·ist
com·mu·nist	hu·man·ist	im·pres·sion·ist
chau·vin·ist	per·fec·tion·ist	Nar·cis·sist

### est for comparisons

small → smaller → **smallest**  
 glad → gladder → **gladdest**  
 short → shorter → **shortest**  
 strong → stronger → **strongest**  
 deep → deeper → **deepest**  
 safe → safer → **safest**  
 free → freer → **freest**

cold → colder → **coldest**  
 smart → smarter → **smartest**  
 fast → faster → **fastest**  
 slow → slower → **slowest**  
 wide → wider → **widest**  
 nice → nicer → **nicest**  
 sweet → sweeter → **sweetest**

### y → i + est

happy → happier → **happiest**  
 hungry → hungrier → **hungriest**  
 sleepy → sleepier → **sleepiest**  
 cloudy → cloudier → **cloudiest**  
 crazy → crazier → **craziest**  
 risky → riskier → **riskiest**  
 fancy → fancier → **fanciest**

lucky → luckier → **luckiest**  
 angry → angrier → **angriest**  
 busy → busier → **busiest**  
 heavy → heavier → **heaviest**  
 funny → funnier → **funniest**  
 fussy → fussier → **fussiest**  
 merry → merrier → **merriest**

Read aloud the above 144 words in Lesson 6 and then use **two** copies of page 16 to copy the words that you read.

Fill in the blanks using either “ist” or “est”:

fast \_\_\_

dent \_\_\_

small \_\_\_

special \_\_\_

smart \_\_\_

happi \_\_\_

scient \_\_\_

art \_\_\_

machin \_\_\_

lucki \_\_\_

journal \_\_\_

busi \_\_\_

hygien \_\_\_

nic \_\_\_

pharmac \_\_\_

cardiolog \_\_\_

psycholog \_\_\_

deep \_\_\_

rac \_\_\_

fre \_\_\_

strong \_\_\_

capital \_\_\_

Bapt \_\_\_

ideal \_\_\_

social \_\_\_

Marx \_\_\_

human \_\_\_

hungri \_\_\_

national \_\_\_

fundamental \_\_\_

final \_\_\_

merri \_\_\_

funni \_\_\_

riski \_\_\_

fussi \_\_\_

heavi \_\_\_

dematolog \_\_\_

geolog \_\_\_

fin \_\_\_

zoolog \_\_\_

sociolog \_\_\_

anthropolog \_\_\_

archeolog \_\_\_

b \_\_\_

riski \_\_\_

angri \_\_\_

busi \_\_\_

crazi \_\_\_

Zion \_\_\_

imperial \_\_\_

final \_\_\_

international \_\_\_

fussi \_\_\_

fanci \_\_\_

natural \_\_\_

saf \_\_\_

lobby \_\_\_

rac \_\_\_

ideal \_\_\_

real \_\_\_

material \_\_\_

existential \_\_\_

evolution \_\_\_

national \_\_\_

opportun \_\_\_

perfection \_\_\_

Narciss \_\_\_

fundamental \_\_\_



## Lesson 7: Do we spell with “cle” as in “article” or with “cal” as in “logical”?

**Rule** Spell with “cle” in nouns as in “article” and with “cal” in adjectives as in “logical.”

### Details

**cle:** The “cle” occurs in a limited number of words, approximately **18** words. In addition, the “al” is mainly added to a full word like the full word “logic→logical” whereas the “le” is preceded by a “non-word” like the non-word “circ+le→circle.”

**cal:** The “cal” occurs in a **countless** number of words; as in “music→musical,” we add “al” to a full word in this way →(music+al). Furthermore, the “cal” is in a countless number of adjectives, most of which are derived from a full word that ends with a “c.”

**cal+ly:** As in logic→logically, add “ly” after “cal” to make adverbs.

**kle:** As in “pickle,” add “le” after “k” in **14** words.

### Practice

#### cle occurs in 18 nouns

cy·cle	bi·cy·cle
ve·hi·cle	ar·ti·cle
cu·bi·cle	fol·li·cle
or·a·cle	spec·ta·cle
cir·cle	sem·i·cir·cle

tri·cy·cle	i·ci·cle
par·ti·cle	cu·ti·cle
mi·ra·cle	ob·sta·cle
de·ba·cle	un·cle

#### cal in adjectives

classic→clas·si·cal
physic→phys·i·cal
politic→po·lit·i·cal
practice→prac·ti·cal
metric→met·ri·cal
clinic→clin·i·cal

music→mu·si·cal
critic→crit·i·cal
alphabetic→al·pha·bet·i·cal
mystic→mys·ti·cal
ver·ti·cal
mechanic→me·chan·i·cal

electric → e·lec·tri·cal

symmetric → sym·met·ri·cal ✗

historic → his·tor·i·cal

logic → log·i·cal

economic → ec·o·nom·i·cal

periodic → pe·ri·od·i·cal

technique → technical

chron·o·log·i·cal

fis·cal

vo·cal

theatric → the·at·ri·cal

a·sym·met·ri·cal ✗

cleric → cler·i·cal

philosophic → phi·los·o·phi·cal ✗

chemistry → chem·i·cal

rad·i·cal

magic → mag·i·cal

psy·chol·og·i·cal ✗

re·cip·ro·cal

fo·cal

**cal +ly → cally**

logic → logically

tragic → tragically

historic → historically

dogmatic → dogmatically

patriotic → patriotically

specific → specifically

romantic → romantically

automatic → automatically

domestic → domestically

sympathetic → sympathetically

**kle in 14 words**

pick·le

sick·le +

tick·le

trick·le

freck·le

crack·le

buck·le

chuck·le

suck·le

knuck·le

wrin·kle

sprin·kle

an·kle

an·klet

Not in ↗

nickel

Read aloud the above 113 words in Lesson 7 and then use **two** copies of page 16 to copy all the words that you read.

Fill in the blanks using “cle” or “cal” or “kle”:

cy \_ \_ \_

bicy \_ \_ \_

tricy \_ \_ \_

classi \_ \_ \_

ici \_ \_ \_

musi \_ \_ \_

physi \_ \_ \_

politi \_ \_ \_

alphabeti \_ \_ \_

practi \_ \_ \_

historic \_ \_ \_

clini \_ \_ \_

magic \_ \_ \_

criti \_ \_ \_

vehi \_ \_ \_

arti \_ \_ \_

parti \_ \_ \_

cuti \_ \_ \_

cubi \_ \_ \_

practi \_ \_ \_

historic \_ \_ \_

clini \_ \_ \_

magic \_ \_ \_

illogi \_ \_ \_

chemi \_ \_ \_

economi \_ \_ \_

philosophi \_ \_ \_

folli \_ \_ \_

mira \_ \_ \_

obsta \_ \_ \_

ora \_ \_ \_

un \_ \_ \_

chronologi \_ \_ \_

skepti \_ \_ \_

ethi \_ \_ \_

mechani \_ \_ \_

techni \_ \_ \_

radi \_ \_ \_

psychologi \_ \_ \_

verti \_ \_ \_

geographi \_ \_ \_

pic \_ \_ \_

sprin \_ \_ \_

frec \_ \_ \_

wrin \_ \_ \_

an \_ \_ \_

an \_ \_ \_ t

knuc \_ \_ \_

logi \_ \_ \_ ly

specifi \_ \_ \_ ly

histori \_ \_ \_ ly

**Lesson 8:** Do we spell with an “s” as in “sell” or with a “c” as in “cell”?

**Note** Remembering the spelling of certain words requires some basic understanding of nouns, adjectives, verbs, and adverbs.

**Memorize** Adjectives describe nouns, and adverbs describe verbs.

**Noun: Sam** The noun in all of the following three sentences is “**Sam**”:

1. **Sam** stepped on an ant.
2. **Sam** was stepped on by an elephant.
3. **Sam** was slow.

•In the first sentence above, “**Sam**” is the subject because he is the doer of the action (he stepped on an ant). •In the second sentence, “**Sam**” is the object because something was done to him (he was stepped on by the elephant). •In the third sentence, “**Sam**” is being described by the adjective “slow” and no action was involved. Thus, the noun “**Sam**” can be a subject (the one who stepped on an ant), an object (the one who was stepped on), or “**Sam**” can be described by the adjective (slow).

**Adjective: slow** The adjective “**slow**” describes the noun “**Sam**” in these three sentences:

1. Sam, who killed an ant, was **slow**.
2. Sam, who was killed, was **slow**.
3. Sam was **slow**.

•In the first sentence above, “**slow**” describes the noun “**Sam**” who is the subject. •In the second sentence, “**slow**” describes the noun “**Sam**” who is the object. •In the third sentence, the adjective “**slow**” simply describes the noun “**Sam**.” Thus, an adjective like “**slow**” can describe the noun “**Sam**” whether “**Sam**” is the subject (killer), the object (being killed), or the one being described.

**Verb: drove** The verb “**drove**” is the action done by the noun “**Sam**” in these four sentences:

1. **Sam drove**. **Sam**, who killed an ant (subject), **drove**.
2. **Sam**, who was killed (object), **drove**.
3. **Sam**, who was slow (being described), **drove**.
4. **Hint:** If you can add an “ing” to the present tense of a word, then it is a verb “fly→flying.”

**Adverb: slowly** The adverb “**slowly**” describes the verb, which is the action done by the noun “**Sam**” in: **Sam drove slowly**.

In the above sentence, “**Sam**” is not the one being described, but his driving is being described. It is the verb “**drove**” that is being described, not the noun “**Sam**.” The adverb “**slowly**” describes not the noun “**Sam**,” but it describes the verb “**drove**”; it describes the how **Sam “drove”** not how **Sam** is. It describes “**Sam’s**” driving condition. In conclusion, the adverb described the verb “**drove**,” not the person who was doing the driving.

**Rule** •We usually use “c” in common names as in “Vincent.” •We use “s” in verbs as in “sell” but not in nouns as in “cell.” •The “s” can sounds like a “z” in verbs as in “use” and like a “c” in nouns as in “use.”

### Details

“seller” derived from “sell” Usually, nouns prefer a “c” and if a word is a noun or can be a noun, it most likely is spelled with a “c” or with an “s” that sounds like a “c” as in the noun “use.” For instance, the words “seller” and “cellar” are both nouns, but “seller” is derived from the verb “sell.” Also, the noun “councilor” is derived from the noun “council,” which is different from the noun “counselor” that is derived from the verb “counsel→counseled.”

**sa, so, su** The “s” in “si,” “sy,” and “se” can sound like “c” and can be confused with the soft “c” sound. However, the “s” in “sa,” “so,” and “su” needs not be confused with a “c.” For example, a word like “source” would be “course” if we were to use a “c.”

### Practice

#### c for common names

Vincent	Vince	Marcella	Laurence
France	Frances	Candace	Bruce
Barcelona	Lucile	Cinderella	Cindy
Lucifer	Marcy	Lucy	Tracy
Nancy	Cynthia	Dorcy	Gracy

s in verbs	c in nouns	s = z in verbs	s = c in nouns
sell	cell	use	use
sent	cent, scent	a·buse	a·bus <u>e</u>
seen	scene	ex·cuse	ex·cuse
coun·sel	coun·cil	please	please
seal·ing	ceil·ing	hous <u>e</u>	house
ad·vise	ad·vice	[seize]	[cease·fire]
rise	rice		
re·sent	re·cent		

## sa, so, su

u·ni·ver·sal

nec·es·sar·y

as·sa·sin

ac·ces·so·ry

as·sort·ed

as·so·ci·ate

soap

source

su·per

sur·face

sum·mer

sun

Read aloud the above 61 words in Lesson 8 and then use **one** copy of page 16 to copy all the words that you read.

Fill in the blanks using “c” or “s”:

_ ource	_ uper	_ urface	Vin _ ent
Vin _ e	Mar _ ella	as _ orted	as _ ociate
_ oap	_ ent (n.)	s_ ent	_ ent (v.)
re _ ent (v.)	re _ ently	u _ e (n.)	sei _ e
_ easefire	univer _ al	advi _ e	ri _ e
ri _ e	Fran _ e	Fran _ es	Canda _ e
_ cene	coun _ el	coun _ il	Mar _ y
Lu_ y	Lu _ ile	_ ealing	_ eiling
advi _ e (n.)	Tra _ y	Nan _ y	Lauren _ e
u _ e (v.)	abu _ e (v.)	abu _ e (n.)	plea _ e
hou _ ed	hou _ e	Bru _ e	_ inderella
_ indy	_ ynthia	Bar _ elona	Lu _ ifer
neces _ ary	as _ assin	acces _ ory	asso _ iate

**Lesson 9:** Do we spell with “er” as in “alter” or with “ar” as in “altar”?

**Rule** When two words sound the same (homonyms), we usually spell with an “e” in **verbs** as in “alter” and with an “a” in **nouns** as in “altar.” In addition, we use an “e” in nouns as in “navel” and an “a” in adjectives as in “naval.”

**Details** The “er” as in “alter” and the “ar” as in “altar” sound the same because the sound of the “e” and the “a” in these two words is called a schwa sound. A schwa sound is a weak sound of any vowel that is barely heard. See the next lesson for more details about the theory of “e” being better than the “a.”

<u>verbs</u>	<u>nouns</u>	<u>nouns</u>	<u>adjectives</u>
al·ter	al·tar	na·vel	na·val
meet	meat	week	weak
		sta·tion·er·y	sta·tion·ar·y
		ar·ti·cle	log·i·cal

👉 Read all the above words aloud as many times as needed until you memorize their spelling.

👉 Copy these words:

alter

altar

meet

meat

navel

naval

week

weak

stationery

stationary

article

logical



## Lesson 10: The “e” better than the “a” theory

### Theory

1. English does not like the letter “a” and the “e” is better than the “a” in English.
2. English likes verbs then nouns then adjectives: (1) Verbs (2) Nouns (3) Adjectives.
3. Therefore, when two words sound the same, English uses “ee” in verbs as in “see” and “ea” in nouns as in “sea”; also, English uses “ee” in nouns as in “week” and “ea” in adjectives as in “weak.”

Analyzing the meanings of the following words that contain “ea” as opposed to “ee”, one discovers that those who developed written English did not like the “a” and used “ea” in words that, to them, conveyed some type of a negative connotation:

### ea for negative connotations

cheap (of little value)	cheat (to deceive)	freak (abnormal person)
rear (not the front)	leash (a restraining chain)	fear (to be afraid)
tre·son (betrayal)	weak (not strong)	slea·zy (cheap) ✕
wea·sel (deceitful)	re·peat (nothing new)	de·feat (to be beaten)
sneak (not being frank)	smear (to stain)	squeak (unpleasant sound)
im·peach (discredit) ✕	seal (mere animal)	ap·pear (not sure)
ap·peal (to petition)	re·veal (to expose)	squeal (to tell on friends)
con·ceal (to hide)	dream (not actual)	scream (cry loudly)
wean (give up milk) ✕	lean (sign of weakness)	de·ceased, dead (not alive)
dis·ease (sickness)	beat (to hit)	leak (a leak of liquid)
beast (brutal)	ear (mere body part)	steal (to cheat)



See how “steal,” even though a verb, the “ea” was given to a verb with a negative connotation, but not to the noun “steel.”

Apparently, food items and anything associated with eating were considered mundane and perhaps banal items. Thus, the “**ea**” was given to most words associated with food:

### ea for food items

eat	meat	feast	meal
veal	tea	peas	beans
peach	wheat	yeast	grease

Looking at the meanings of the many words that contain “**al**,” “**ar**” and “**an**” as opposed to “**el**,” “**er**” and “**en**” one can see that the “**a**” was associated with the **vulgar** and **banal** class of words. Analyze the meanings of some such examples:

### a for banal

vul·gar (banal) ✗	beg·gar (jobless)
bur·glar (thief)	li·ar (lie→liar)
sin·gu·lar (alone, not many)	sim·i·lar (not the real one)
pop·u·lar, fa·mil·iar (too exposed)	cat·er·pil·lar (a mere worm)
sum·ma·ry (not the whole thing)	sec·re·ta·ry (not the boss)
stan·dard (basic)	sep·a·rate (by itself)
drunk·ard (mere drunkard)	liz·ard (mere lizard)
ba·nal (vulgar)	scan·dal (public disgrace)
bur·i·al (related to death) ✗	triv·i·al (of little importance)
dec·i·mal (very small amount)	suf·fer·ance (pain)
re·sis·tance (opposing force)	as·sist·ance (needing aid)
as·sis·tant (not superintendent)	ser·vant (low ranking job)
de·pen·dant (needy)	de·pen·dant (child in need)



Not an “a” in ~~dependent~~, **independent** ✗

Read aloud the above 99 words in Lesson 10 and then use **two** copies of page 16 to copy them.


**Lesson 11:** Do we spell with “ee” as in “meet” or with “ea” as in “meat”?

**Rule** • In words that sound the same (homonyms), we usually use “ee” in verbs as in “meet,” and “ea” in nouns as in “meat.” • Also in homonyms, we usually use “ee” in nouns as in “week,” and “ea” in adjectives as in “weak.”

**Details** As in “meet” and “meat,” if two different words sound the same but have different spelling patterns, they are called homonyms. Just because they had two different meanings, those who developed written English decided to give them two different spelling patterns. This explains why one English sound can be spelled in many different ways. The following **28** words are approximately all the homonyms of the long “e” sound.

**ee in verbs, ea in nouns**

meet, meat	see, sea	flee, flea
seem, seam	peek, peak	week, weak
reel, real	deer, dear	tee, tea
teem, team	sheer, shear	steel, steal
heel, heal	seen, scene	

**ee in nouns, ea in adjectives**

<u>nouns</u>	<u>adjectives</u>
week	weak
reel	real
deer	dear

**ea in bad verbs**

The people who developed written English seemed to prefer using the “a” in words that had negative connotation. Notice how they changed the “e” to an “a” in “lie→liar.” In addition, the word “steal” is a verb and “steel” is a noun. See how “steal,” even though a verb, the “ea” was given to a verb with a negative connotation, but not to the noun “steel.”

 Exceptions: Memorize the words “heel” and just think that you have two heels and one “e” is for each heel. Moreover, “sheer” can be a verb and an adjective, but “shear” is a verb; “tee” can be a verb and an adjective, but “tea” is a noun; “teem” is a verb and “team” can be a verb and an adjective.

**Lesson 12:** Do we spell with “ence” as in “confidence” or with “ance” as in “acceptance”?

**Rule** • We usually add “ance” if the preceding part is a full word that has a meaning and can stand alone as a word. For example, “accept” is a full word that has a meaning, and we add “ance” to it like this → accept+ance→acceptance. • We add “ence” if the first part has no meaning and is not a full word. For example, “confid” has no meaning and is not a full word thus we add “ence” to it like this → confid+ence→confidence. • The endings “ence” and “ance” occur in approximately **130** useful words.

**Details**

- We use “ence” to keep “c” and “g” soft as in “innocence” and “diligence.” Similarly, we use “ance” to keep “c” and “g” hard as in “significance” and “elegance.”
- In a full word like “insure,” we drop the final silent “e” and then add “ance” as in insure→insurance, but memorize these three exceptions: condolence, residence, prudence.
- Keep the “a” from the original verb ending “ate” as in: dominate→dominance.
- Use “ence” after the Latin stems fer, here, sist, sent, spond, and cur+r as in: reference, adherence, persistence, sentence, correspondence, and occurrence.

**Practice****non-word + ence**

con·fi·dence	ev·i·dence	prov·i·dence	vi·o·lence
si·lence	sci·ence	pres·ence	es·sence
ab·sence	in·flu·ence	se·quence	fre·quen·ce
con·se·quen·ce	el·o·quen·ce	le·ni·ence	ex·pe·ri·en·ce
con·ve·ni·en·ce	o·be·di·en·ce	au·di·en·ce	pa·ti·en·ce
ex·pe·di·en·ce	pru·dence	prom·i·nence	em·i·nence
im·mi·nence	per·ma·nence	ab·sti·nence	rev·er·en·ce
cred·en·ce	in·do·lence	pes·ti·lence	com·pe·tence

**ence** after **soft c and g**

mag·ni·fici·en·ce	in·no·cen·ce	ret·i·cen·ce	trans·lu·cen·ce
flu·o·res·cen·ce	ir·i·des·cen·ce	ef·fer·ves·cen·ce	in·can·des·cen·ce
rem·i·nis·cen·ce	in·tel·li·genc·e	dil·i·genc·e	con·ver·genc·e
di·ver·genc·e	con·tin·gen·cy	in·dul·genc·e	

**ence** after Latin stems

ref·er· <b>ence</b> ✕	dif·fer· <b>ence</b> ✕	con·fer· <b>ence</b>	in·fer· <b>ence</b> ✕
trans·fer· <b>ence</b>	ref·er· <b>ence</b> ~	ad·her· <b>ence</b> ✕	in·her· <b>ence</b>
co·her· <b>ence</b>	in·co·her· <b>ence</b>	per·sis· <b>tence</b> ✕	in·sis· <b>tence</b> ✕
con·sis· <b>tence</b> ✕	sub·sis· <b>tence</b> ✕	(x=ks) ex·is· <b>tence</b> ✕	co·ex·is· <b>tence</b> ✕
sen· <b>tence</b>	cor·re·spon· <b>dence</b> ✕	des·pon·den· <b>cy</b>	de·pend· <b>ence</b> ✕
in·de·pend· <b>ence</b> ✕	re·cur· <b>rence</b>	con·cur· <b>rence</b>	oc·cur· <b>rence</b> ✕
ab·hor· <b>rence</b>	ex·cel· <b>lence</b> ✕		



An “a,” not an “e” used to be given to words that had negative connotations. Perhaps the three exceptions **sufferance**, **assistance**, and **resistance** were given an “a” due to having negative connotations.

**full word + ance**

acceptance	attendance	disturbance	appearance
importance	inheritance	avoidance	accordance
vigilance	acquaintance	performance	conformance
annoyance	conveyance	penance	assistance
sufferance	resistance	compliance ✕	variance

(y→i): rely→reliance

**ance** after hard c and g

significance	elegance	arrogance	extravagance
--------------	----------	-----------	--------------

drop e, add **ance**

ignore→ignorance	insure→insurance	assure→assurance
endure→endurance	guide→guidance	grieve→grievance
observe→observance	resemble→resemblance	persevere→perseverance

**keep the a from ate**

~~radiate~~→radiance

~~hesitate~~→hesitance

~~dominate~~→dominance

~~tolerate~~→tolerance

~~vibrate~~→vibrancy

~~precipitate~~→precipitance



**Exceptions:**

condole→condolence

reside→residence

prude→prudence

~~sufferance~~

assistance

resistance

### Hints

- Double the consonants because the middle syllable is stressed and it begins with a consonant:

oc·cur·rence

re·cur·rence

con·cur·rence

ex·cel·lence

sur·veil·lance

ad·mit·tance

rid·dance

- The “v” and the “y” do not double, and they are followed by “ance”:

griev·ance

ob·ser·vance

rel·e·vance

a·bey·ance

con·vey·ance

an·noy·ance

rely→re·li·ance

vary→var·i·ance

- Notice the “ance” after “st” and “ct”:

in·stance

sub·stance

dis·tance

cir·cum·stance

re·luc·tance

- We use “ance” after these **nine** full words that undergo some internal changes:

enter→entrance

remember→remembrance

encumber→encumbrance

hinder→hindrance

maintain→maintenance

sustain→sustenance

abound→abundance

admit→admittance

rid→riddance

Read aloud the above 129 words in Lesson 12 and then use **two** copies of page 16 to copy all the words that you read.

Fill in the blanks using either “ence” or “ance”:

disturb _____	evid _____	confid _____	accept _____
viol _____	sil _____	appear _____	sci _____
pres _____	ess _____	abs _____	attend _____
sequ _____	frequ _____	consequ _____	eloqu _____
influ _____	import _____	inherit _____	experi _____
conveni _____	inconveni _____	obedi _____	disobedi _____
audi _____	pati _____	impati _____	avoid _____
accord _____	promin _____	emin _____	vigil _____
assist _____	resist _____	prud _____	perform _____
abstin _____	annoy _____	compet _____	incompet _____
acquaint _____	pen _____	reli _____	vari _____
conform _____	convey _____	cred _____	provid _____
rever _____	indol _____	magnific _____	innoc _____
retic _____	signific _____	fluoresc _____	reminisc _____
iridesc _____	effervesc _____	incandesc _____	dilig _____
intellig _____	converg _____	diverg _____	conting _____
indulg _____	extravag _____	eleg _____	arrog _____
relev _____	refer _____	differ _____	confer _____

infer _____	transfer _____	prefer _____	coher _____
incoher _____	adher _____	inher _____	mainten _____
domin _____	toler _____	insist _____	persist _____
consist _____	exist _____	coexist _____	[assist _____]
[resist _____]	entr _____	remembr _____	correspond _____
hindr _____	depend _____	independ _____	sent _____
abund _____	occurr _____	recurr _____	concurr _____
admitt _____	ridd _____	excell _____	surveill _____
susten _____	abhorr _____	condol _____	resid _____
prud _____	ignor _____	insur _____	assur _____
endur _____	guid _____	griev _____	observ _____

Fill in the blanks using either “e” or “a”:

insist_nce	persist_nce	consist_nce	inconsist_ncy
exist_nce	assist_nce	resist_nce	dist_nce
inst_nce	subst_nce	circumst_nce	attend_nce
depend_nce	correspond_nce	acquaint_nce	sent_nce
occurr_nce	recurr_nce	concurr_nce	abhorr_nce
excell_nce	admitt_nce	ridd_nce	ignor_nce
insur_nce	assur_nce	endur_nce	guid_nce

griev_ nce	observ_ nce	relev_ nce	resembl_ nce
resid_ nce	prud_ nce	condol_ nces	entr_ nce
hindr_ nce	remembr_ nce	mainten_ nce	susten_ nce
radi_ nce	hesit_ nce	toler_ nce	brilli_ nce
relev_ nce	reluct_ nce	surveill_ nce	annoy_ nce

Copy these words after looking at each word and seeing the way it is spelled:

ignore      ignorance

insure      insurance

assure      assurance

endure      endurance

guide      guidance

grieve      grievance

observe      observance

resemble      resemblance

persevere      perseverance

condole      condolence

reside      residence

prude      prudence

radiate      radiance

hesitate      hesitance

dominate      dominance

tolerate      tolerance

vibrate      vibrancy

precipitate      precipitance

**Lesson 13:** Do we spell with “ent” as in “confid**ent**” or with “ant” as in “important”?

**Rule • ant:** We add “ant” to a full word that can stand alone as a word and has a meaning. For example, the word “import” has a meaning and it is followed by “ant” like this → import+ant→important. **• ent:** We add “ent” to a non-word that has no meaning. For example, the non-word “confid” is followed by “ent” like this → confid+ent→confid**ent**.

**Details**

- We use “ent” to keep the “c” and “g” soft. Moreover, use “ent” after the Latin stems **fer**, **here**, **spond**, **cur+r**, and **sist**. Memorize the two exceptions “assistant” and “resistant.”
- Keep the original “a” from the ending “ate” from the ending “tolerate→tolerant.”
- We use “ant” to keep the “c” and “g” hard as in “significant.” Moreover, add “ant” after a few full words that undergo some internal changes as in “abound→abundant.” Use “ant” after “v” as in “relevant.” Memorize “lieutenant” and “truant.”

**Practice****non-word + ent**

confident	evid <b>ent</b>	provid <b>ent</b>	violent
silent	present	abs <b>ent</b>	frequent
consequent	sequent	delinquent	eloquent
client	clientele	patient	impatient
convenient	inconvenient	obedient	disobedient
lenient	expedient	sufficient	efficient
deficient	proficient	prominent	imminent
eminent	abstinent	exponent	inherent
reverent	transparent	benevolent	pestilent
indolent	competent	incompetent	affluent
prudent	accident	credent	resident
president	condiment	experiment	transient

**ent after soft c and g**

contingent	indulgent	convergent	diligent
------------	-----------	------------	----------

ivergent	intelligent	urgent	stringent
magnificent	innocent	reticent	translucent
indecent	adolescent	incandescent	fluorescent
phosphorescent	effervescent	reminiscent	iridescent

**ent** after Latin stems

referent	different	referent	adherent
inherent	coherent	respondent	correspondent
despondent	insistent	persistent	consistent
subsistent	(x=ks) existent	coexistent	recurrent
concurrent	abhorrent	excellent	repellent



Exceptions: assistant resistant + lieutenant ↗ truant

**full word + ant**

important	attendant	assistant	resistant
sergeant	accountant	accordant	inhabitant
assailant	descendant	defendant	vigilant
tenant	variant	compliant	reliant
occupant			

**ant** after v

relevant	servant	observant
----------	---------	-----------

## keep a from the ate

tolerate → tolerant	hesitate → hesitant	radiate → radiant
dominate → dominant	participate → participant	vibrate → vibrant
precipitate → precipitant		

**ant** after **hard c and g**

**significant**

**applicant**

**extravagant**

**elegant**

**arrogant**

**ant** after **internal changes**

abound→abund**ant**

enter→entrant

pen→penn**ant**

Exception ✕ appear→apparent ✓

### Hint



Compare “dependant” with “independ**ent**.” Those who developed written English seemed to dislike the “a” and used it in words that, to them, had negative connotations:

**servant** (employee)

**attendant** (employee)

**tenant** (not the owner) ↴

**defendant** (against accused)

**ignorant** (without knowledge)

Notice: depend→depend**ant**

**assistant** (employee)

**resistant** (apposing force)

**lieutenant** (below captain) ↗

**truant** (negligent) ↵

**dependant** (one in need)

depend**ent**→independ**ent**

See how these words with no negative connotations are spelled with “ent”:

**superintendent**

**student**

**persistent**

**consistent**

**existent**

**independent**



Read aloud the above 153 words in lesson 13 and then copy each word only after looking at it and seeing the way it is spelled. You may make **three** copies of page 16 to copy the above words.

Fill in the blanks using “ent” or “ant”:

evid ____	confid ____	accept ____	viol ____
sil ____	pres ____	abs ____	attend ____
frequ ____	consequ ____	eloqu ____	import ____
conveni ____	inconveni ____	obedi ____	disobedi ____
pati ____	impati ____	avoid ____	accord ____
promin ____	emin ____	vigil ____	assist ____
resist ____	prud ____	abstin ____	penn ____
reli ____	vari ____	cred ____	conform ____
provid ____	rever ____	indol ____	arrog ____
magnific ____	innoc ____	retic ____	fluoresce ____
reminisc ____	iridesc ____	effervesce ____	incandesc ____
dilig ____	intellig ____	converg ____	diverg ____
conting ____	indulg ____	extravag ____	refer ____
differ ____	coher ____	incoher ____	adher ____
inher ____	domin ____	toler ____	insist ____
persist ____	consist ____	exist ____	coexist ____
abhor ____	resid ____	correspond ____	depend ____
independ ____	abund ____	recurr ____	concurr ____
excell ____	stud ____	attend ____	ignor ____
observ ____	toler ____	eleg ____	serv ____
domin ____	consist ____	dist ____	inst ____
inconsist ____	reluct ____	entr ____	ignor ____
superintend ____	brilli ____	radi ____	hesit ____

**Lesson 14:** Do we spell with “ency” as in “frequency” or with “ancy” as in “occupancy”?

**Rule** This sound is generally spelled with “ency” as apposed to “ancy.” Memorize seven words that end with “ancy” and it would be safe to spell the rest with “ency.” Moreover, use “ency” if the preceding part is not a word (non-word + ency).

**Details** Keep “ce” and “ge” soft as in “decency.” Moreover, use “ency” after the Latin stems “sist” and “spond.”

**ancy in seven words**

occupancy	discrepancy	precipitancy	tenancy
truancy	irradiancy	hesitate → hesitancy	

**ency in the rest of words**

efficiency	sufficiency	deficiency	proficiency
leniency	expediency	frequency	delinquency

**ency after soft c and g**

decency	indecency	translucency	urgency
contingency	stringency		

**ency after Latin stems**

consistency	despondency	tendency
-------------	-------------	----------

Read aloud all the above words as many times as needed until you memorize their spelling and then copy them.

Fill in the blanks using either “ency” or “ancy”:

consist _____	dec _____	ten _____	frequ _____
---------------	-----------	-----------	-------------

tru _____	delinqu _____	suffici _____	defici _____
-----------	---------------	---------------	--------------

tend _____	occup _____	leni _____	indec _____
------------	-------------	------------	-------------

effici _____	conting _____	profici _____	expedi _____
--------------	---------------	---------------	--------------

 **Lesson 15:** Do we use “**ory**” as in “**factory**” or “**ary**” as in “**ordinary**” or “**ery**” as in “**bakery**”?

**Rule** We mainly use “**ory**” after “**t**” as in “**factory**,” “**ary**” after vowels as in “**diary**” and after semivowels as in “**imaginary**,” and we use “**ery**” in the rest of such words as in “**bakery**.” Note that the semivowels are l, m, n, r, and s.

### Details

- As in “**he·red·i·tar·y**,” there are **16** “-**tary**” words that are exceptions to the above rule. Notice that the final “**y**” is in a separate syllable in 13 out of these 16 words. However, the “**y**” is not in a separate syllable in any of the words that end with “-**tory**.”
- Use “**ery**” in the rest of such words, some of which mean products produced by people as in “**potter**→**pottery**.”

### **t + ory**

fac·to·ry	sat·is·fac·to·ry	con·tra·dic·to·ry
di·rec·to·ry	vic·to·ry	man·da·to·ry
ex·plan·a·to·ry	mi·na·to·ry	lab·o·ra·to·ry
pur·ga·to·ry	de·rog·a·to·ry	o·blig·a·to·ry
am·a·to·ry	ex·cla·ma·to·ry	lau·da·to·ry
lav·a·to·ry	pre·par·a·to·ry	or·a·to·ry
mi·gra·to·ry	sa·lu·ta·to·ry	con·serv·a·to·ry
ob·ser·va·to·ry	dor·mi·to·ry	au·di·to·ry
mon·i·to·ry	ter·ri·to·ry	tran·si·to·ry
ex·po·si·to·ry	de·pos·i·to·ry	re·pos·i·to·ry
in·ven·to·ry	his·to·ry	



### Exceptions

he·red·i·tar·y	sol·i·tar·y	dig·ni·tar·y	san·i·tar·y
mil·i·tar·y	trib·u·tar·y	mo·men·tar·y	com·men·tar·y
vol·un·tar·y	se·cre·tar·y	di·e·tar·y	mon·e·tar·y
el·e·men·ta·ry	sup·ple·men·tar·y	no·ta·ry	ro·ta·ry

**vowel + ary**

di·a·ry

fri·a·ry

in·cen·di·ar·y

aux·il·ia·ry

a·vi·ar·y

a·pi·ar·y

ju·di·ci·ar·y

o·bit·u·ar·y

sanc·tu·ar·y

es·tu·ar·y

mor·tu·ar·y

Exceptions

the·o·ry

Greg·o·ry

**semivowel + ary**

i·mag·i·nar·y

pre·lim·i·nar·y

vet·er·i·nar·y

pul·mo·nar·y

cu·li·nar·y

or·di·nar·y

ex·tra·or·di·nar·y

lu·mi·nar·y

mer·ce·nar·y

mis·sion·ar·y

dic·tion·ar·y

re·ac·tion·ar·y

rev·o·lu·tion·ar·y

sta·tion·ar·y

vi·sion·ar·y

li·brar·y

tem·po·rar·y

con·tem·po·rar·y

ar·bi·trar·y

con·trar·y

i·tin·er·ar·y

lit·er·ar·y

hon·or·ar·y

vul·ner·ar·y

cap·il·lar·y

vo·cab·u·lar·y

bur·glar·y

cap·it·u·lar·y

sal·a·ry

sum·ma·ry

pri·ma·ry

rose·mar·y

cus·tom·ar·y

nec·es·sar·y

glos·sa·ry

ad·ver·sar·y

dis·pen·sa·ry

an·ni·ver·sa·ry

ro·sa·ry

[sec·on·dar·y]

lap·i·dar·y]

Exceptions

ac·ces·so·ry

prom·is·so·ry

Mon·tes·so·ri

com·pul·so·ry ✗

sen·so·ry

cur·so·ry

ad·vi·so·ry

mem·o·ry

ar·mor·y

**ery** in the rest of such words

bak·e·ry

gro·cer·y

re·fin·er·y ✗

pot·ter·y

ho·sier·y ✗

can·ner·y ✗

can·ner·ies ✗

bar·ber·y ✗

drudger·y

tan·ner·y

dis·til·ler·y ✗

mil·li·ner·y ✗

mis·er·y

ar·til·ler·y

em·broi·der·y

crock·er·y ✗

eat·er·y ✗

cook·er·y

win·er·y

nurs·er·y

ma·chin·er·y

mas·ter·y

bat·ter·y

thiev·er·y ✗

rob·ber·y

bri·ber·y

for·ger·y

cel·er·y ✗

cem·e·ter·y ✗

sur·ge·ry

scen·er·y

im·age·ry

brav·er·y

mys·ter·y

rub·ber·y

pep·per·y

Do not confuse these word that end with different sounds and different spelling patterns:

en·try, min·is·try, reg·is·try, car·pen·try, big·o·try, sen·try, cen·tu·ry

Read aloud the above 155 words in lesson 15 and then copy each word only after looking at it and seeing the way it is spelled. You may make **three** copies of page 16 to copy the above words.

Fill in the blanks using either “ory” or “ary” or “ery”:

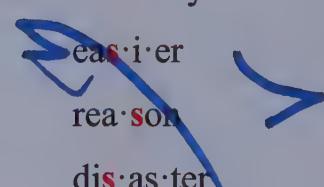
fact ___	satisfact ___	vict ___	bak ___
rubb ___	di ___	hos ___	arm ___
auxili ___	mem ___	contradict ___	sanit ___
judici ___	the ___	rdin ___	traordin ___
groc ___	milit ___	station ___	diction ___
refin ___	necess ___	mbroid ___	ist ___
eat ___	direct ___	ann ___	ok ___
annivers ___	heredit ___	nurs ___	comment ___
territ ___	obitu ___	mortu ___	lement ___
supplement ___	moment ___	imagin ___	elimin ___
secret ___	tempor ___	rcen ___	ssion ___
revolution ___	reaction ___	contr ___	loss ___
summ ___	summ ___	second ___	veterin ___
fri ___	ros ___	advers ___	solit ___
dispens ___	mandat ___	contempor ___	libr ___
conservat ___	vision ___	pott ___	liter ___
honor __	arbitr ___	itiner ___	artill ___
distill ___	explanat ___	derogat ___	laborat ___
dormit ___	lavat ___	millin ___	machin ___
batt ___	cemet ___	scen ___	surg ___
imag ___	myst ___	preparat ___	prim ___
vocabul ___	custom ___	promiss ___	rot ___
not ___	access ___	advis ___	audit ___


**Lesson 16:** Do we spell with an “s” as in “side” or with a “c” as in “decide”?

**Rule** As in “rose,” the “s” between two vowels usually sounds like a “z.” To preserve the sound of “s,” we usually use a “c” between two vowels as in *decide*, *decision*, *rice*, *advice*, etc. You need not use “c” at the beginning of most words as in “side” because the “s” is not between two vowels.

**Details** The ending “ism” sounds like “izim” as if the “s” were between two vowels; thus, its sound is like a “z.”

**Practice**
**S between vowels saying Z**

rose	close	nose	dose
hose	chose	pose	op·pose
pro·pose	ex·pose	com·pose	ho·sier·y
ease	eas·y	eas·i·ly	 ea·si·er
cease	de·ceased	dis·ease	rea·son
fea·si·ble ✗	please (v.)	cheese	dis·as·ter
die·sel ✗	ce·sar·e·an ✗	na·sal ✗	la·ser
bus·y	busi·ness	cou·sin	cui·sine
re·sult	poi·son	noise	tur·quoise
blouse	trou·sers	lous·y	housed
choose	lose	whose ✗	pres·ent
rep·re·sent	pre·sence	pause	be·cause
ad·vise	wise	rise	sur·prise
en·ter·prise	dis·guise	ex·er·cise	re·si·dent
pre·si·dent	use (v.)	a·buse (v.)	ex·cuse (v.)
am·use	con·fuse	mu·se·um	mu·sic
cruise	bruise	re·serve	pre·serve

de·sert	des·ert·ed	re·side	pre·side+
de·sign	des·ig·nate	vi·sa	re·sist
phase	phrase	phy·si·cian	re·sort

**ism says izim**

feu·dal·ism	cap·i·tal·ism	van·dal·ism	so·cial·ism
na·tion·al·ism	ex·is·ten·tial·ism ✗	jur·nal·ism	hu·man·ism
sec·tar·i·an·ism	com·mu·nism	Marx·ism ✗	Suf·ism ✗
her·o·ism	man·ner·ism	fa·vor·it·ism	crit·i·cism

**using C between vowels to preserve the S sound**

rice	ice	nice	mice
price	dice	slice	a·dvice
en·tice	suf·fice +	re·ceive	re·ceipt
re·cip·i·ent ✗	su·i·cide	gen·o·cide ✗	hom·i·cide
de·cide	de·ci·sion	so·ci·e·ty	sim·pli·c·i·ty
pub·lic·i·ty	ace	face	race
trace	grace	em·brace	pace
lace	place	re·place	Bruce
truce	re·duce	de·duce	in·tro·duce
pro·duce	fau·cet	sauce	sau·cer
serv·ice	just·ice	of·fice	prac·tice
prej·u·dice	pro·ceed	re·cede	fleece
Greece	peace	piece +	niece ✗
de·ceased	phar·ma·cist	phar·ma·cy	pol·i·cy
pol·i·cies	spi·cy	leg·a·cy	leg·a·cies

crit·i·cize <i>✓</i>	cri·ti·cism	bi·cy·cle	bi·ceps
de·cep·tive	force	re·cite	spe·cif·ic
spec·i·men	de·cent	e·lic·it	so·lic·it
ex·plic·it	im·plic·it	fa·cil·i·tat·or	vac·il·late <i>✗</i>
vi·cin·i·ty	dec·i·mal	mag·nif·i·cent <i>✗</i>	in·no·cent
in·no·cence <i>✗</i>	med·i·cine	choice	juice
li·cense	li·censed	nec·es·sar·y	ne·ces·si·ty



**Exceptions:** As in “lease,” although between two vowels, the “s” that is followed by a final silent “e” is an exception in 22 words because it still sounds like an “s.” The final silent “e” as in “lease” may be there to keep the “s” from turning into a “z” sound. Furthermore, the final silent “e” as in “paradise” is to keep the “i” long.

### S between vowels exceptions

vase	base	case	e·rase
lease	in·crease	de·crease	grease
Chi·nese	Leb·a·nese <i>✗</i>	Jap·a·nese	Si·a·mese
Vi·et·nam·ese	pre·cise	con·cise <i>✗</i>	par·a·dise
loose	moose	goose	geese
pro·mise	pro·mis·es	i·so·late	i·so·la·ted

### S not between vowels

in·sist	per·sist	sense	tense
in·tense	dis·pense	ex·pense	sus·pense
con·dense	pre·tense	im·mense	of·fense
de·fense	dense	den·si·ty	in·ten·si·ty
in·ten·sive	ex·ten·sive	sen·si·tive	ex·pen·sive
im·men·si·ty	sen·si·ble	res·pon·si·ble	res·ponse

in·tri·n <u>sic</u>	ex·tri·n <u>sic</u>	li·cense	u·ten·sil
u·ni·v <u>er</u> se	u·ni·ver·si·ty	ad·ver·si·ty	en·dorse
course	ver <u>s</u> e	con·ver <u>s</u> e	nurse
pur <u>s</u> e	cur <u>s</u> e	wor <u>s</u> e	pu <u>ls</u> e
im·pu <u>ls</u> e	im·pu <u>ls</u> es	false	false·ly



Compare:

- **size** and **-cise**: crit·i·cize, ex·er·cise
- **-sity** and **city**: u·ni·ver·si·ty, ne·ces·si·ty, sim·plic·i·ty, pub·lic·i·ty
- **site** and **cite**: site, par·a·site, cite, re·cite

Read aloud the above 250 words in lesson 16 and then copy each word after looking at it and seeing the way it is spelled. You may make **four** copies of page 16 to copy the words.

Fill in the blanks using a “c” or an “s”:

ro _ e	de _ ide	de _ ision	ri _ e
ri _ e	compo _ e	rea _ on	becau _ e
confu _ e	no _ e	noi _ e	ni _ e
nie _ e	u _ e	excu _ e	di _ e
homu _ ide	redu _ e	cho _ e	sau _ er
choo _ e	lo _ e	loo _ e	advi _ e
re _ eipt	re _ eive	ea _ ily	po _ e
clo _ e	ea _ y	tru _ e	ra _ e
rai _ e	de_ea_ed	li _ en_e	publi _ ity
univer _ ity	introdu _ e	re _ ipient	sui _ ide
geno _ ide	di _ ea _ e	pre _ ent	fa _ e
a _ e	so _ iety	simpli _ ity	pharma _ y

pharma _ ist	mu _ eum	na _ al	tra _ e
embra _ e	pa _ e	shoela _ e	pla _ e
pre _ ident	re _ ident	Bru _ e	introdu _ e
produ _ e	sau _ e	fau _ et	la _ er
bu _ y	bu _ iness	justi _ e	servi _ e
offi _ e	practi _ e	di _ e	prejudi _ e
_ ee	cui _ ine	cou _ in	re _ ult
pea _ e	pie _ e	Gree _ e	blou _ e
poi _ on	re _ ort	pro _ eed	re _ ede
pre _ ence	pau _ e	cau _ e	becau _ e
re _ ite	poli _ y	poli _ ies	spi _ y
enterpri _ e	disgui _ e	exerci _ e	criti _ ize
criti _ ism	mu _ ic	crui _ e	brui _ e
bi _ cycle	bi _ eps	fu _ e	confu _ e
amu _ e	for _ e	de _ eptive	de _ ert
de _ erted	spe _ ific	spe _ imen	de _ ent
soli _ it	eli _ it	expli _ it	impi _ it
fa _ ilitator	vi _ a	de _ imal	magnifi _ ent
inno _ ent	inno _ ence	re _ erve	pre _ erve
re _ ide	pre _ ide	he _ itate	medi _ ine
re _ ist	jui _ e	licen _ e	phra _ e
phy _ ical	phy _ ician	ne _ essary	pha _ e
ne _ essity	neces _ ity	sociali _ m	journali _ m
i _ olate	in _ ist	pur _ e	fal _ e
defen _ e	indor _ e	indor _ ed	wor _ e

**Lesson 17:** Do we spell with a final “s” as in “has” or with a final “ss” as in “class”?

**Rule** As in “has,” one “s” at the end of small one-syllable words sounds like a “z.” To preserve the “s” sound at the end of such small words, spell with “ss” as in **class, press, express, etc.**

**Details** The “s” is a semivowel and that makes it a weak consonant; being a weak consonant often causes it to lose its “s” sound and turns its sound to a “z” sound as in “was.” This explains having so many words spelled with “ss” as in “class.” Sometimes, the semivowel “s” sounds like a “z” at the end of a syllable as in “wis·dom.”

**Practice****final S saying Z**

as	has	was	his
is	Is·ra·el	wis·dom	bag·s
dog·s	says	play·s	day·s
ways	al·ways	cows	brows
pens	pins	trans	trans·late
trans·mit	trans·mis·sion	fans	lens
beds	M·s.	gums	ribs
shoes	does	goes	bus·es
ac·tress·es	lens·es	box·es	hous·es
branch·es	brush·es	quiz·zes	pho·tos
po·ta·toes	cof·fees	scis·sors	trav·els
Les·lie	Lis·bon	hes·i·tate	hes·i·tant

**using ss to preserve the S sound**

glass	class	grass	pass
mass	sass	sas·sy	cross
loss	floss	gloss	toss
boss	moss	Ross	fuss
cuss	dis·cuss	kiss	bliss

miss	mess	chess	guess
less	bless	dress	ad·dress
press	im·press	ex·press	sup·press
de·press	re·press	re·gress	mat·tress
ac·tress	wait·ress	ca·ress	ac·cess
suc·cess	ex·cess	pro·cess	re·cess
prin·cess	ab·scess	ob·sess	ob·ses·sion
as·sess	pos·sess	ses·sion	es·sence
con·fess	ha·rass	ha·rass·ment	ha·rass·es

 Read aloud the above **104** words in lesson 17 and then copy each word after looking at it and seeing the way it is spelled. You may make **two** copies of page 16 to copy the words you read.

Fill in the blanks using “s” or “ss” in these words:

wa \_ \_

rece \_ \_

hi \_ \_

cla \_ \_

gla \_ \_

gra \_ \_

lo \_ \_

pa \_ \_

ma \_ \_

sa \_ \_ y

ha \_ \_

i \_ \_

I \_ \_ rael

cro \_ \_

a \_ \_

wi \_ \_ dom

play \_ \_

say \_ \_

glo \_ \_

flo \_ \_

to \_ \_

bo \_ \_

mo \_ \_

Ro \_ \_

bag \_ \_

dog \_ \_

day \_ \_

way \_ \_

alway \_ \_

cow \_ \_

fu \_ \_

cu \_ \_

discu \_ \_

brow \_ \_

pin \_ \_

pen \_ \_

rib \_ \_

shoe \_ \_

doe \_ \_

me \_ \_

le \_ \_

ble \_ \_

che \_ \_

gue \_ \_

dre \_ \_

addre \_ \_

tran \_ \_ late

tran \_ \_ mission

M \_ .

impre \_ \_

expre \_ \_

depre \_ \_

regre \_ \_

len \_ \_

lense \_ \_

actre \_ \_

waitre \_ \_

quizze \_ \_

acce \_ \_

succe \_ \_

proce \_ \_

rece \_ \_

princ \_ \_

photo \_ \_

potatoe \_ \_

posse \_ \_

obse \_ \_ ion

se \_ \_ ion

scissor \_ \_

e \_ \_ ence

confe \_ \_

hara \_ \_

**Lesson 18:** Do we spell with a “c” as in “cereal” or with an “s” as in “serial”?

**Rule** •We usually spell with a “c” not with an “s” in most common names as in “Cindy.” •In words that sound the same (homonyms), we spell with a “c” in nouns as in “cell” and with an “s” in verbs as in “sell.” •Also in homonyms, we spell with a “c” in nouns as in “cereal” and with an “s” in adjectives as in “serial.”

**Details** We do not spell with a “c,” in a common name like “Sandy” because the “c” sound is followed by an “a” and that would make it “Candy.”

**Remember:**

- The “c” likes nouns (cell) and the “s” likes verbs (sell).
- The “c” likes adjectives (cereal) and the “s” likes nouns (serial).
- The “c” generally likes being in the middle of words (council).

**Notes:**

1. The “s” sounds like a “c” in the adjective “close” and like a “z” in the verb “close.”
2. The “s” sounds like a “c” in the noun “use” and like a “z” in the verb “use.”
3. The words “seller” and “cellar” are both nouns, but “seller” is derived from the verb “sell” and that is the reason it is spelled with an “s.”
4. The nouns “councilor” and “council” are different from the noun “counselor,” which is derived from the verb “counsel→counseled.”
5. The sound of “s” in **sa**, **so**, and **su** as in universal, necessary, accessory, assorted, associate, **soap**, **surface**, summer, and **super** need not be confused with the sound of “c” because a “c” would have made the sound of a hard “c.”

**Conclusion:** Usually, nouns prefer a “c” and if a word is a noun or can be a noun, it most likely is spelled with a “c” or with an “s” that sounds like a “c.”

**Practice****C in most common names**

Vincent	Vince	Marcella	Barcelona
Laurence	Florence	Candace	France
Frances	Bruce	Marcy	Lucy
Tracy	Nancy	Cinderella	Cindy
Cynthia	Lucifer	Gracie	Stacy

**C in nouns, S in verbs**

<u>nouns</u>	<u>verbs</u>
cell	sell
cent, scent	sent
scene	seen
coun·cil	coun·sel
ceil·ing	seal·ing
rice	rise
ad·vice	ad·vise
re·cent	re·sent
ab·use (n.)	ab·use (v.)
use (n.)	use (v.)
ex·cuse (n.)	ex·cuse (v.)
please (n.)	please (v.)
house (v. n.)	housed (v.)
cease·fire (n.)	seize (v.)

**C in nouns, S in adjectives**

<u>nouns</u>	<u>adjectives</u>
cereal	serial

**Z sound in verbs, C sound in adjectives**

<u>verbs</u>	<u>adjectives</u>
close (v.)	close (adj.)

 Read aloud the above 53 words in lesson 18 and then copy each word after looking at it and seeing the way it is spelled. You may make **one** copy of page 16 to copy the above words.

**Lesson 19:** Do we spell with an “s” as in “seal,” or with a “c” as in “conceal”?

**Rule** •Most words begin with an “s” and the “c” is mainly for the middle or for the end of words. •As in “except,” if there is only one “c” sound in a word and that “c” sound is in the middle of a word, then it is usually spelled with a “c” and most such words are nouns.

**Details**

- As in “since,” most words that contain two “s” sounds begin with an “s” and end with a soft “c” but **sense**, **dispense**, **synopsis**, **synthesis**, **suspense**, **license**, and **incense** are exceptions.
- As in “circle,” the prefix “cir-” means “around.”
- As in “scissors,” the “c” is silent and you may memorize the **12** words that contain “sc.”

**Practice****initial S says S**

seal	seen	sen·ior	send
sent	se·ri·al	se·rum	se·dan
sed·i·ment	set	set·tle	sen·ate
sen·a·tor	ser·vant	ser·vi·tude	sem·i·nar
sem·i·nar·y	se·man·tics	Se·mit·ic	sem·a·phore
sem·i·fi·nal	sem·i·co·lon	sem·i·vow·el	se·rene
ser·mon	sen·ti·men·tal	sen·ti·ment	sell
se·lect	seat	sink	sim·mer
sim·i·le	sim·ple	sim·i·lar	si·lage
si·lo	sill	sil·ly	sig·nal
sig·na·ture	sig·ni·fy	sin	sin·ner
sin·gle	sin·ew	sit	sit·u·a·tion
si·er·ra	sieve	si·phon	size
sight	site	si·ren	si·lent

**a soft C sound inside a word spelled with C**

ex·cep·t	ac·cep·t	re·cep·tion	per·cep·tion
per·cep·tive	ac·cen·t	de·cen宣	scen宣
de·scen宣	con·cen宣	con·ces宣·sion	con·ceive
con·ceit	con·ced宣·ed	con·ceal	con·cept
can·cel	coun·cil	coun·cil·or	ex·er·cise
con·cise	cir·cum·cise	su·i·cide	pes·ti·cide
co·in·cide	in·ci宣·dent	prin·ci·pal	prin·ci·ple
crit·i宣·cism	crit·i宣·cize	ex·or宣·cism	ex·cite

**prefix cir means around**

cir·cle	cir·clet	cir·cu·la·tion	cir·cuit
cir·cum·fer·ence	cir·cum·stan宣·ces	cir·cum·ci宣·sion	cir·cus
cir·cum·spect	cer·vix	cer·tain	cer·ti宣·tude
cer·ti宣·fy	ce·re·al	cer·e·bral	cer·e·mo·ny

**sc in 13 words**

sci·ence	scis·sors	con·science	con·scious
fas·ci宣·nate	scene	sce·nar·i·o	de·scen宣
scen宣	ad·o宣·les宣·cence	con·va宣·les宣·cence	
flu宣·o宣·res宣·cence	[fac宣·sim宣·i宣·le]		

**initial S + final C**

since	sin·cere	si宣·lence	ser宣·vice
sen宣·tence	sem宣·blance	sé宣·ance	source

Exceptions: sense, dispense, synopsis, synthesis, suspense, license, and incense.

**initial C for various reasons**

cent	cen宣·ter宣/ cen宣·tre	cen宣·ten宣·ni宣·al
------	---------------------	------------------

<b>cen</b> ·tu·ry	<b>Cen</b> ·ti·grade	<b>cen</b> ·ti·me·ter
<b>cen</b> ·trif·u·gal	<b>cen</b> ·tral·ize	<b>cen</b> ·sus
<b>cen</b> ·sure	<b>cen</b> ·sor	<b>cinch</b>
<b>cinder</b>	<b>cin</b> ·e·ma	<b>cin</b> ·na·mon
<b>cell</b>	<b>cel</b> ·lu·lar	<b>cel</b> ·lo·phane
<b>cel</b> ·lu·lose	<b>cel</b> ·eb·rate	<b>ce</b> ·leb·ri·ty
<b>ce</b> ·les·tial	<b>cel</b> ·er·y	<b>cel</b> ·i·bate
<b>Cel</b> ·si·us	<b>Celt</b> ·ic	<b>ce</b> ·ment
<b>cem</b> ·e·ter·y	<b>civ</b> ·ic	<b>ci</b> ·vil·ian
<b>civ</b> ·i·li·za·tion	<b>cit</b> ·i·zen·ship	<b>cit</b> ·rus
<b>ci</b> ·der	<b>ci</b> ·pher	<b>cis</b> ·tern
<b>cig</b> ·a·rette	<b>cy</b> ·cle	<b>cy</b> ·press
<b>cyn</b> ·ic	<b>cyl</b> ·in·der	<b>cyst</b>



Compare for extra practice:

<b>ce</b> ·re·al, <b>se</b> ·ri·al	<b>coun</b> ·cil, <b>coun</b> ·sel
<b>scen</b> e, <b>seen</b>	<b>sense</b> , <b>in</b> · <b>cense</b>
<b>sent</b> , <b>con</b> · <b>sent</b>	<b>scen</b> t, <b>de</b> · <b>scen</b> t, <b>de</b> · <b>cen</b> t
<b>cyst</b> , <b>phar</b> ·ma· <b>cist</b>	<b>city</b> , <b>u</b> · <b>ni</b> ·ver· <b>si</b> ·ty
<b>sin</b> , <b>med</b> ·i· <b>cine</b>	<b>de</b> · <b>cease</b> , <b>dis</b> · <b>ease</b>
<b>side</b> , <b>in</b> · <b>side</b> , <b>gen</b> ·o· <b>cide</b> , <b>su</b> · <b>i</b> · <b>cide</b>	<b>sis</b> ·ter, <b>cis</b> ·tern
<b>loose</b> , <b>lose</b>	<b>choose</b> , <b>chose</b>
<b>size</b> , <b>em</b> · <b>pha</b> · <b>size</b> , <b>crit</b> ·i· <b>cize</b>	<b>con</b> · <b>cise</b> , <b>ex</b> · <b>er</b> · <b>cise</b> , <b>cir</b> · <b>cum</b> · <b>cise</b>

Read aloud the above 209 words in lesson 19 and then copy each word after looking at it and seeing the way it is spelled. You may make **three** copies of page 16 to copy the words.

Fill in the blanks using a “c” or an “s”:

\_ et\_ eat\_ erialcon\_eptex\_eptac\_ept\_ entenceper\_eptionper\_eptivecon\_eivecon\_eitre\_eption\_ ierra\_ entimental\_ ircumferencecon\_ern\_ ircleac\_entde\_ents\_entdes\_ent\_ iviliancon\_ession\_ ellularcon\_ededcon\_ealcon\_elcoun\_ilcoun\_ilor\_ erebrals\_ene\_ izeexer\_isecon\_ise\_ inema\_ idesui\_idepesti\_idecoin\_idein\_ident\_ cenario\_ cientistfa\_cinatedprin\_ipalprin\_iple\_ eedsuc\_eedcons\_iouscriti\_ismexor\_isms\_issorss\_iencefa\_simileadoles\_enceconvales\_encefluores\_encesus\_eptable



## Lesson 20: Why do we spell with a “c” not an “s” in words like “legacy” and “prince”?

**Rule** We spell with “cy” and “ce” as in “legacy” and “prince” at the end of most words. The final “sy” and “se” occur in a limited number of words.

### Details

- Because a final single “s” as in “was” can easily lose its sound and turn into a “z” sound, a silent “e” as in “rinse” is added after it to keep its “s” sound.
- More words begin with “sy” as opposed to “cy” as in “synonymous.”

### Practice

#### final **cy**, final **ce**

Tracy	leg-a-cy	conspiracy	literacy
pharmacy	de-moc·ra-cy	Lu-cy	Nan-cy
a·gen·cy	ten·den·cy	fan·cy	mer·cy
prince	prin·cess	Laurence	fi·an·cé
fi·an·cée	ounce	an·nounce	source
re·source	dance	glance	trance
chance	en·hance	at·ten·dance	im·port·ance
en·trance	in·stance	si·lence	es·sence
sen·tence	force	en·force	fence
wince	once	of·fence/ offense	

#### final **sy**, final **se** in a few words

rinse	in·cen·se	dis·pense	ex·pen·se
rec·om·pense	sus·pense	tense	in·tense
pre·tense/pretence	dense	con·dense	im·mense
non·sense	res·pon·se	li·cense	nur·se
con·tro·ver·sy	fantasize → fan·ta·sy	hy·poc·ri·sy	gyp·sy

**initial *sy*, not *cy****syn·o·nym·ous**syn·o·nym**syn·the·sis**syn·tax**symp·tom**sym·bol**syl·la·ble**sy·la·bus**syn·a·gogue**syn·drome**sym·me·tri·cal**sys·tem**syn·o·psis**sym·pa·thy**sym·pho·ny**psy·chol·o·gy*

Read aloud the above 78 words in lesson 20 and then copy each word after looking at it and seeing the way it is spelled. You may make a copy of page 16 to copy the above words.

Fill in the blanks using “cy” or “ce” or “sy” or “se”:

lega \_\_

Tra \_\_

litera \_\_

Lauren \_\_

prin \_\_

prin \_\_ ss

\_\_ stem

conspira \_\_

pharma \_\_

democra \_\_

Lu \_\_

sour \_\_

essen \_\_

on \_\_

Nan \_\_

rin \_\_

dispen \_\_

enfor \_\_

fin \_\_

expen \_\_

inten \_\_

agen \_\_

tenden \_\_

den \_\_

immen \_\_

conden \_\_

nonsen \_\_

respon \_\_

fan \_\_

mer \_\_

controver \_\_

hypocri \_\_

nur \_\_

fanta \_\_

gyp \_\_

\_\_ nymous

\_\_ nopsis

\_\_ llable

\_\_ llabus

\_\_ mphony

p \_\_ chology

\_\_ ntax

\_\_ ndrome

\_\_ mpathy

## 5

## Lessons 21-25

 **Lesson 21:** Why do we spell the “**k**” sound with a “**c**” as in “calculator”?

**Rule** •The letter “**k**” is usually not allowed in long words; thus, if a word is long, it cannot contain the letter “**k**.” •The letter “**k**” occurs in a limited number of words; it is approximately in **50** useful words. •The hard “**c**” as in “calculator” is used to represent the sound of “**k**” more than 98% of the time.

### Details

**ke, ki** The few short words listed below are approximately all the useful words that use the letter “**k**.” The “**ke**” and “**ki**” must be used in many of these words because “**ce**” and “**ci**” would make a soft “**c**.” Imagine changing the “**k**” to a “**c**” in some such word; then “**king**” would be “**cing**,” for an example.

**kn** The “**kn**” pattern as in “**know**” occurs in **12** useful words and “**kn**” is useful to tell apart words like “**knew**” and “**new**.”

**ck** As in “**back**,” we spell with “**ck**” because the “**k**” does not double. The “**ck**” occurs at the end of short one-syllable words that contain one vowel.

**belittled K** The people who developed written English preferred using the “**c**,” not the “**k**,” especially in long words. A long American word, which uses “**k**,” is “**skepti**c,” and British English spells “**skepti**c” with a “**c**” like this “**scep**tic.” British English may dislike seeing the “**k**” in long words and would rather spell a long word like “**soccer**” with a silent “**c**” than spell it “**socker**.” The silent “**c**” in “**soccer**” is there to keep the first “**c**” hard.

 Conclusion: The letter “**k**” is used in a very small number of words. The sound of “**k**” is rarely spelled with the letter “**k**; it is the hard “**c**” that should have been called a “**k**.”

### Practice

#### **ke, ki** where the **ce, ci** can't be

keen	keep	kept	keel
key	ketchup/catsup	keg	ket'tle
kick	kid·ney	kill	kin
kind	king	kiss	kitch·en
kite	Kyle		

**kn occurs in 12 words**

<b>know</b>	<b>knew</b>	<b>knot</b>	<b>knight</b>
<b>knit</b>	<b>knee</b>	<b>knick-knack</b>	<b>knell</b>
<b>knife</b>	<b>knob</b>	<b>knock</b>	<b>knuckle</b>

**kn is to tell apart words**

<b>know, now</b>	<b>knew, new</b>	<b>knight, night</b>
<b>knit, nit</b>	<b>knot, not</b>	<b>knee, nee</b>

**ck, no kk**

<b>back</b>	<b>pack</b>	<b>sick</b>	<b>quick</b>
<b>click</b>	<b>rock</b>	<b>clock</b>	<b>stuck</b>
<b>luck</b>	<b>neck</b>	<b>check</b>	<b>deck, etc.</b>

 Read aloud all the above words in Lesson 21 and then use **one** copy of page 16 to copy the words that you read.



For the complete rules and detailed practice lessons of all the spelling patterns of the sound of K, please read *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

**Lesson 22:** Do we insert a “c” before the “k” as in “pick” or not insert a “c” as in “pink?”

**Rule** As in “pink” and as in “pick,” there needs not be more than two consonants after the short vowel “i.” We either need “nk” or “ck.” If you hear a consonant sound before the “k,” sound as in “pink” you need not add a “c” before the “k.”

**Details**

- Because the “k” does not double, we spell with “ck” at the end of a small word that contains only one vowel as in “pick.”
- We do not need a “c” in a word like “pink” because we have the “n.” We do not need it in “milk” because we have the “l.” We do not need it in “task” because we have the “s.” We do not need it in “hawk” because we have the “w.” We do not need it in “park” because we have the “r.”
- We only need two consonants not three next to each other; it is incorrect to use three consonants next to each other. For instance, the following is incorrect: pinek, milek, tasek, hawek, parek. Compare the short word “dock” with the first syllable in the long word “doctor,” and compare “pick” with “pic-nic.”
- As in “back,” the **final** “k” is not to be confused with the “k+ silent e” as in “bake.” Avoid mistakes like this: baeke.

**vowel + c + final k**

pack·ing	pack·et	pack·age	lack
wreck·age	freck·les	neck·lace	Beck·y
trick	Nick	nick·el	pick·le
buck·le	buck·et	lock·et	lock·er

**vowel + consonant + final k**

pink	chunk	blank	mon·key
park	fork	mar·ket	tur·key
spar·kling	chalk	yolk	folk·lore
milk	risk·y	frisk·y	whisk·y

Read aloud all the above 32 words in Lesson 22 and then use **one** copy of page 16 to copy the words that you read.

 More detailed practice lessons of this rule can be found in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.



## Lesson 23: Do we spell with a “ch” as in “chemistry” or with a “c” as in “calculator”?

**Rule chord or cord?** Whenever two different words sounded the same (homonyms), the people who developed written English tried to give them two different spelling patterns. As a result, a word like “chord” was accepted into English to be distinguished from “cord.” Once the hard “ch” pattern was accepted into English, more words (approximately 70) ended up being spelled with it.

### Details

**ache or ace** We learned earlier that the letter “k” is not allowed in most words especially long words, but the “c” alone is not always able to sound like a hard “c.” Therefore, the silent “h” after the “c” is needed in approximately 20 words because without the “h” after the “c,” the “c” would become soft. For instance, “ache” would become “ace” without the silent “h,” and “chemistry” would be “cemistry.”

- Notice that the hard “ch” occurs mainly at the beginning of either a word or a syllable, while the hard “c” can occur anywhere in a word.



Compare homonyms:

chord, cord

choir, coir, quire

choral, coral

### che, chi, chy in 20 out of 70 words

ache

headache

chem·is·try

al·che·my

scheme

shed·ule

or·ches·tra

zuc·chi·ni

ar·chi·tect

or·chid

ar·chive

chi·ro·prac·tor

psy·chi·a·try

schiz·o·phre·ni·a

cat·e·chism

mas·o·chist

Ar·chi·me·des

an·ar·chy

mon·ar·chy

hi·er·ar·chy

### ch in 50 more words

school

schol·ar

schol·ar·ship

scho·las·tic

chord

cho·re·og·ra·phy

cho·ral

cho·rus

choir

an·chor	an·cho·rite	cho·les·terol
cho·le·ra	chol·er	psy·chol·o·gy
psy·cho·sis	mel·an·chol·y	di·chot·o·my
ech·o	tech·nique	tech·ni·cal
char·ac·ter	me·chan·i·cal	cha·o·tic
ar·cha·ic	cha·ris·ma	cha·os
cha·me·leon	ar·chae·ol·o·gy	
stom·ach	stomach·ache	back·ache
chlo·rine	chlo·ro·form	chlo·ri·nate
chrome	chro·mi·um	chro·mo·some
syn·chro·nize	chry·san·the·mum	chrys·a·lis
a·nach·ro·nism	chrism	Christ
Chris·tian	Chris·tmas	Chris·to·pher
chron·ic	chron·o·log·i·cal	chron·i·cle

Read aloud all the above words in Lesson 23 and then use **two** copies of page 16 to copy the words that you read.



More detailed practice lessons of this rule can be found in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

**Lesson 24:** Do we spell the sound of “kw” with a “kw” or with a “qu” as in “queen”?**Rule** Every “q” is followed by a “u” and the “qu” as in “queen” sounds like “kw.”**Details**

**quire** and **choir** The “qu” pattern is useful to tell apart homonyms like “quire” and “choir.” Know that the “qu” is derived from the French language.

**cu says q** The sound of the actual name of the letter “q” is not spelled in “q,” but it is spelled in the two letters “cu” as in “cute.” If you hear yourself saying the sounds of the names of the letters “q,” write “cu.”

**qu says kw** The “q” does not sound like the name of the letter “q”; it sounds like the “k.” However, the sound of the names of the letter “q” is spelled in “cu” as in “cute.” It is best to think of the “q” as if it were a “k.” Because there are no known English words spelled with “kw,” we use the “qu” to spell the “kw” sound as in “quit.”

**k+w sound** Whenever you hear the sound of “w” after the “k” sound, spell it with “qu.” Remember to look not only for the “k” sound in “qu” but for the “k+w” sound together.

**qu + vowel** Because the “u” in “qu” turns into the consonant “w,” you must always look for a vowel right after “qu.” Specifically, look for the vowels a, e, or i, after the “qu.” The vowel “o” follows the “qu” only in a few words, and the vowel “u” does not follow the “qu.”

**final silent ue** The final “ue” is silent in a small number of words as in “unique.” Furthermore, the “u” after “q” is silent in a small number of words as in “conquer.”

**Exceptions:** There is no “u” after “q” in the word “Iraq.” The “kw” sound is always spelled with “qu,” except in the Italian word “cui-sine.” Except for the word “queue,” the name of the letter “q” is spelled with “cu” as in “cute.”

ac· <b>qui</b> ·ting	ac· <b>qui</b> ·si·tion	e· <b>quiv</b> ·a·lent	e· <b>qui</b> ·lib·ri·um
fre· <b>quent</b> ·ly	el·o· <b>quent</b>	se· <b>quen</b> ·tial	<b>que</b> ·ry
<b>qual</b> ·i·fi·ca·tion	<b>quar</b> ·rel	ac· <b>quaint</b> ·an·ces	e· <b>qua</b> ·tion
<b>quo</b> ·ta·tion	<b>quo</b> ·ta	<b>quo</b> ·tient	tur· <b>quoise</b>

Read aloud the above 16 words in Lesson 24 and then use **one** copy of page 16 to copy them.

More detailed practice lessons of this rule can be found in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.


**Lesson 25:** Do we spell the sound of “ks” with a “ks” or with an “x” as in “export”?

**Rule** • Because there are no known English words spelled with “ks,” we use the “x” to spell the “ks” or “kc” sound. As in “export,” the “x” sounds like “ks” as if it were “eksport.” • The “x” does not double because there are two consonants inside of it, namely the “k” and the “s.” Therefore, it is best to think of the “x” as if it were two consonants.

### Details

- As in “fax,” whenever you hear the “s” after the “k” sound, spell it with an “x.” Remember to look not only for the “k” sound but also for the “s” after the “k” sound.
- Anytime you hear yourself saying “ks” or “kc,” write an “x,” and don’t worry because there are no known English words spelled with “ks” or “kc.” As in “fax” and as in “max·i·mun,” the “x” at the end of a word or a syllable sounds like a “ks.” The “x” in the middle of a word may sound like a “ks” as in “sixty” or like a “kc” as in “anxious” as if it were “ankeious.”
- As in “books,” we spell with “ks” when we add an “s” to a short word that happens to end with a “k.”

### Practice

#### x in examples

tax·a·tion	re·lax	max·i·mum	Max·ine
ex·wife	ex·cuse	ex·tinct	flex·i·ble
dup·lex	com·plex·ion	con·text	tex·ture
ex·er·cise	dys·lex·i·a	ex·ag·ger·ate	ex·u·ber·ant
ex·hi·bit	ex·hort	ex·haust	sixty-six
pre·fix	ox·y·gen	di·ox·ide	ob·nox·ious
ap·prox·i·mate	flux	lux·u·ry	lux·u·ri·ous
lux·u·ri·ous·ly	tux·e·do	bux·om	aux·il·ia·ry

#### x saying k·c

anx·ious /ank·cious/

ax·es /ak·ces/

ob·nox·ious /ob·nok·cious/

fax·es /fak·ces/

### c sound in both syllables kc·c sound

ex·cel /ekc·cel/

ex·cite /ekc·cite/

ex·cel·lent /ekc·cel·lent/

ex·cept /ekc·cept/

### x saying k·s

tax·a·tion /tak·sa·tion/

six·ty /sik·sty/

bux·om /buk·som/

sax·o·phone /sak·so·phone/

com·plex·ion /com·plek·sion/

### x saying g·z

ex·u·ber·ant /eg·zu·ber·ant/

ex·ag·ger·ate /eg·zag·ger·ate/

ex·act /eg·zact/

ex·hort /eg·zhort/

ex·ile /eg·zile/

lux·u·ri·ous /lug·zu·ri·ous/

ex·am /eg·zam/

ex·haust /eg·zhaust/

ex·empt /eg·zempt/

ex·hi·bit /eg·zhi·bit/

### k+s bricks

bricks

tricks

kicks

picks

backs

packs

lacks

trucks

### cc says kc

ac·cept

ac·cess

ac·cel·er·ate

ac·ci·dent

oc·ci·dent

oc·ci·den·tal

Read aloud the above 50 words in Lesson 25 and then use **one** copy of page 16 to copy the words that you read.



More detailed practice lessons of this rule can be found in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

 **Lesson 26:** Do we spell the sound of “k” with “k” as in “keep” or with “c” as in “club”?

**Rule** •As in “club,” spell with “cl” because there are no known English words spelled with “kl”; thus, when you hear yourself saying the “l” sound after the “k” sound, spell it with “cl.” It is the “l” sound after the “k” that is the clue to know to spell the “kl” sound with “cl.” •Similarly, spell with “c,” not “k” when you hear the “k” sound followed or preceded by the following 12 other sounds as in **cat**, **cold**, **cut**, **club**, **crop**, **fact**, **magic**, **accident**, **occasion**, **eccentric**, **luck**, and **ache**.

#### Details

**k, q, x, ch, c** The sound of “k” is spelled with “k” as in “king” or “q” as in “queen” or “x” as in “fax” or the hard “ch” as in “chemistry” or the hard “c” as in “club.”

We learned earlier:

1. to spell with a “ch” as in “chemistry” in approximately 70 words.
2. to spell with a “k” as in “king” in approximately 40 short words
3. to spell with a “q” as in “quit” when we hear a “w” sound after the “k” sound
4. to spell with an “x” as in “fax” when we hear an “s” sound after the “k” sound.
5. that the letter “k” is not allowed in long words. Therefore, the “k” sound in long words may be spelled with “q” or “x” or “ch” or “c,” but not with a “k.”

**c not k** The sound of “k” is in a great number of words, but the letter “k” is in a very small number of short words. The letter “k” is not the true letter that represents the sound of “k,” but the hard “c” is. The hard “c” represents the sound of “k” more than 98% of the time.

**c + consonant** Traditionally, the hard “c” is taught as “ca,” “co,” and “cu.” As a result, students are left to wonder whether to spell a sound like the “kl” sound as in “decline” with “kl” or with “cl.” Students need to be informed ahead of time that there are no words spelled with “kl” in English, and that the “kl” sound is spelled with “cl.” Not only the “cl,” but anytime there is a consonant after the “k” sound, it is spelled with a “c” not with a “k.”

#### ca, co, cu

a·cad·e·my

al·co·hol

ac·cu·rate

cup·board

#### cl, no kl

ac·claim

nu·clear

cleans·er

ac·cli·mate

#### cr, no kr

cri·ses

au·to·cra·cy

scruti·nize

sac·ri·fice

ac·tor	im·pact	ct, no kt	at·trac·tive	prac·ti·cal
fan·tas·tic	phon·ics	ic, no ik	car·i·ca·ture	brick
ac·cli·mate	ac·cu·rate	ac, no ak	ac·cess	pack·age
oc·cur	oc·cu·pa·tion	oc, no ok	lock	stock·ings
ec·cen·tric	neck·lace	ec, no ek	wreck·age	im·pec·ca·ble
luck·y	knuc·kle	uc, no uk	buc·kle	buck·et

Again, you may review Lesson 23 to read the 70 words that contain the hard “ch” sound as in “chemistry.”

Read aloud the above 36 words in Lesson 26 and then use one copy of page 16 to copy the words that you read.

 More detailed practice lessons of this rule can be found in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

## Answer these Questions about the Various Spelling Patterns of the Sound of K

1 Are we allowed to use the letter “k” in long words?

2 What do you write if you hear the “ks” or “kc” sound in a word?

3 What do you write if you hear the sound of “kw” in a word?

4 Circle the correct spelling out of these two spelling patterns for each word:

six or siks

expire or ekspire

tekstbook or textbook

exercize or ekcercise

makcimum or maximum

ankcious or anxious

exam or egzam

5 Circle the correct spelling out of these two spelling patterns for each word:

queen or kween

kwicky or quickly

equipment or ekwipment

likwid or liquid

kwiet or quiet

rekwire or require

question or kwestion

rekwest or request

frekwently or frequently

sekwence or sequeunce

quality or kwality

ekwality or equality

kwalify or qualify

quantity or kwantity

kwote or quote

sick or sik

sink or sinck

think or thinck

drinck or drink

milck or milk

pik or pick

picked or piked

trik or trick

bank or banck

blanck or blank

pack or pak

package or pakage

darck or dark

knok or knock

kar or car

historical or historichal

koat or coat

protokol or protocol

kut or cut

class or klass

include or inklude

sekular or secular

kry or cry

deskribe or describe

fakt or fact

instruktur or instructor

Arabik or Arabic

accept or akcept

akcident or accident

blakkk or black

chemistry or <b>ch</b> emistry	sk <b>e</b> dule or s <b>ch</b> edule	alk <b>e</b> my or al <b>ch</b> emy
orchestra or or <b>k</b> estra	an <b>a</b> rky or an <b>a</b> rchy	zuck <b>i</b> n or zuc <b>ch</b> ini
ark <b>i</b> ct or arch <b>i</b> ct	ark <b>i</b> ves or arch <b>i</b> ves	

6 Circle the correct spelling out of these three spelling patterns for each word:

sk <b>o</b> lastik or scolastic or <b>s</b> cholastic	kar <b>a</b> ter or car <b>a</b> cter or <b>ch</b> aracter
mek <b>a</b> nical or mecanical or mechanical	kronic or cronic or <b>ch</b> ronic
tek <b>n</b> ical or tec <b>n</b> ical or technical	tek <b>n</b> ique or tec <b>n</b> ique or technique
psy <b>k</b> ology or psyc <b>o</b> logy or psychology	stomak <b>a</b> che or stomachache
kronological or <b>ch</b> ronological	

7 Why can't we spell with a "k" in each of these words? State all the possible reasons for each word:

scholastic	character	chemistry	orchestra
text	textbook	exercise	maximum
anxious	exam	exit	queen
quickly	equipment	liquid	quiet
require	question	request	frequently
sequence	consequently	quality	qualifications
quantity	squash	quote	car
coat	cut	class	cry
describe	fact	instructor	Arabic
accept	accident	expire	accident



## Lesson 27: Do we spell with “pp” as in “apple” or with one “p” as in “sample” and “maple”?

### Rules

1. Use “pp” after a short vowel as in “apple.”
2. Use one “p” after any consonant as in “sample.”
3. Use one “p” after a long vowel, as in “maple.”
4. Use one “p” after any two vowels, as in “people.”

### Details

-ple says pil The “le” as in apple, sample, and maple sounds and acts like “il.” Accordingly, we treat the “-ple” as if it were “-pil” and as if, the “l” were not next to the “p.” It is as if “apple” were spelled as “appil” and “sample” were spelled as “sampil.”

We only needed two consonants before the final “-le” that sounds like an “il”:

1. Since there is already an “m” before the “p” in “sample,” we need not double the “p.” Imagine doubling the “p” in “sampple,” we would have too many consonants next to each other. The “m+p+p” would be three consonants too many; all that is needed is two consonants next to each other, not three.

2. In “apple,” there is no other consonant before the “p”—thus, we double the “p” in “apple.”

The same above rules apply not only to words that end with “-ple” as in “apple,” but also to words that end with “any consonant + le” like the “-dle” in “middle.”

#### pp after a short vowel

ap·ple	dap·ple	grap·ple	rip·ple
crip·ple	tip·ple	stip·ple	top·ple
stop·ple	sup·ple	 Exception ↗	tri·ple

#### one p after a consonant

am·ple	sam·ple	exam·ple	sim·ple
dim·ple	tem·ple	rum·ple	wim·ple
pur·ple			

**one p after long vowels & after any two vowels**

ma·ple

sta·ple

scru·ple

quad·ru·ple

du·ple

stee·ple

peo·ple

cou·ple

**dd or d****dd after a short vowel**

ad·dle

sad·dle

wad·dle

mid·dle

grid·dle

pid·dle

twid·dle

cud·dle

pud·dle

fud·dle

mud·dle

hud·dle

**one d after a consonant**

can·dle

han·dle

dan·dle

fon·dle

dwin·dle

daw·dle

hur·dle

cur·dle

gir·dle

**one d after long vowels or any two vowels**

cra·dle

la·dle

i·dle

si·dle

bri·dle

nee·dle

doo·dle

poo·dle

noo·dle

**tt or t****tt after a short vowel**

lit·tle

brit·tle

kit·tle

whit·tle

spit·tle

net·tle

met·tle

set·tle

ket·tle

fet·tle

bot·tle

glot·tal

mot·tle

bat·tle

cat·tle

rat·tle

tat·tle

tat·tle

scut·tle

shut·tle

**one t after a consonant**

gen·tle	man·tle	dis·man·tle	can·tle
tur·tle	star·tle	this·tle	whis·tle
gris·tle	bris·tle	cas·tle	nes·tle
pes·tle	a·pos·tle	jos·tle	rus·tle
hus·tle	sub·tle		

**one t after long vowels**

ti·tle	en·ti·tle
--------	-----------

**do not end with "le"**

to·tal	fa·tal	na·tal	mor·tal
glob·al	Ma·bel	ba·gel	reb·el
nick·el	dis·til	No·bel	

**ck or c****ck after a short vowel**

pick·le	sick·le	tick·le	trick·le
freck·le	knuck·le	buck·le	chuck·le

**one k or c after a consonant**

wrin·kle	sprin·kle	an·kle	an·klet
spar·kle	un·cle	cir·cle	

**one c after long vowels**

cy·cle

bi·cy·cle

tri·cy·cle

i·ci·cle

**gg after a short vowel**

wig·gle

jug·gle

strug·gle

gog·gle

tog·gle

bog·gle

smug·gle

snug·gle

**one g after a consonant**

gar·gle

gur·gle

an·gle

jun·gle

in·gle

sin·gle

tin·gle

tan·gle

rec·tan·gle

wran·gle

stran·gle

bun·gle

**bb or b****bb after a short vowel**

bub·ble

stub·ble

rab·ble

dab·ble

drab·ble

scrab·ble

bab·ble

scrib·ble

drib·ble

dib·ble

nib·ble

**one b after a consonant**

crum·ble

fum·ble

tum·ble

bum·ble

hum·ble

mum·ble

rum·ble

stum·ble

am·ble

ram·ble

gam·ble

re·sem·ble

scram·ble

sham·ble

bram·ble

thim·ble

wim·ble

mar·ble

war·ble

bur·ble

**one b after long vowels or after any two vowels**

a·ble	ta·ble	sta·ble	ca·ble
fa·ble	ga·ble	sa·ble	bi·ble
ru·ble	tre·ble	no·ble	no·bil·i·ty
foi·ble	bau·ble	dou·ble	trou·ble

**other consonants****ff, zz after a short vowel**

waf·fle	baf·fle	shuf·fle	duf·fle
ruf·fle	truf·fle	snif·fle	puz·zle
siz·zle	swiz·zle	fiz·zle	griz·zle
em·bez·zle	(u=w) sched·ule	(x=ks) ax·le = ak·cle	

**one f after long vowels**

ri·fle	tri·fle	sti·fle	isle
tou·sle			

**end with "ile"**

mo·bile	fer·tile	ten·sile	hos·tile
frag·ile			

Read aloud the above 230 words in Lesson 27 and then use **four** copies of page 16 to copy the words that you read.



## Lesson 28: Do we spell with “able” as in “bearable” or with “ible” as in “terrible”?

**Rule** •The vast majority of words are spelled with “able,” not with “ible.” •Usually, “able” is preceded by a full word that has a meaning, and “ible” is preceded by a non-word. •We add “able” to most words to give them the meaning of “being capable of doing something” as in able→disable→unable→enable→inability.

### Details

**adjectives derived from verbs** Most words spelled with “able” are adjectives derived from verbs and most of them are composed of a full word+able. Furthermore, we usually spell with “able” after a vowel, a semivowel (l, m, n, r, s), and certain consonants.

**same sound** Both endings “-able” and “-ible” sound alike; and the “ble” in both endings sounds like “-bil.” Remember, there are no words spelled with “-eble” with an “e.”

**same meaning** Notice that both endings have the same meaning and both make adjectives, and most such adjectives are derived from verbs and a few are derived from nouns.

**non-word precedes “ible”** Furthermore, use “ible” in adjectives not derived from verbs as in “terrible.” Also, if the soft “g” does not start out with a “ge” as in “charge→chargeable,” use “gi” as in “legible.”

### -able in 142 words

#### semivowel + able

sellable

willable

syllable

available

flammable

inflammable

determinable

undeterminable

reasonable

unreasonable

fashionable

returnable

questionable

unquestionable

unimaginable

sustainable

laminable

amenable

bearable

repairable

considerable

honorable

endurable

incurable

deplorable

adorable

comparable

admirable

inseparable

operable

inoperable

tolerable

intolerable

durable

endurable

arable

usable

reusable

disposable

dispensable

indispensable

passable

impassable

assessable

(x=ks) taxable

fixable

mixable

[sizable]

**vowel + able**

liable

viable

enviable

amiable

satisfiable

insatiable

variable

invariable

reliable

friable

appreciable

inappreciable

malleable

agreeable

foreseeable

saleable

atoneable

saleable

doable

undoable

arguable

inarguable

valuable

invaluable

**hard c or g + able**

applicable

inapplicable

implacable

amicable

communicable

incommunicable

explicable

impeccable

navigable

huggable

luggable

**soft ge + able**

manageable

marriageable

challengeable

changeable

chargeable

rechargeable

acknowledgementable

knowledgivable

**v, f, w, y, ch, sh + able****lovable****approvable****believable****unbelievable****conceivable****inconceivable****receivable****savable****movable****immovable****affable****ineffable****laughable****chewable****renewable****allowable****knowable****payable****playable****swayable****enjoyable****employable****unemployable****teachable****reachable****patchable****approachable****impeachable****cashable****distinguishable****washable****sociable****negotiable****k, p, b, d + able****breakable****drinkable****likable****shakable****remarkable****unspeakable****drinkable****inescapable****capable****indescribable****biodegradable****affordable****unaffordable****moldable****fundable****refundable****expandable****potable****-ible in a total of 76 words****soft c + ible****reducible****deducible****producible****convincible****inconvincible****forcible**

coercible	incoercible	invincible
miscible	(x=kc) flexible	inflexible
<b>soft g + ible</b>		
legible	illegible	eligible
ineligible	intelligible	tangible
intangible	negligible	corrigible
incorrigible	dirigible	



The above “gi” was in (non-words + “ible”); this “ge” is in (full words + “able”):

manageable	marriageable	challengeable
changeable	exchangeable	chargeable
rechargeable	acknowledg <del>e</del> able	knowledgeable

**ible** in adjectives not derived from verbs

terrible	horrible	gullible
fallible	infallible	

**s + ible = sible**

sensible	insensible	possible
impossible	collapsible	ostensible
accessible	inaccessible	distensible
reversible	irreversible	comprehensible
incomprehensible	apprehensible	inapprehensible
extensible	inextensible	defensible
indefensible	responsible	irresponsible

expansible

dispersible

admissible

inadmissible

visible

invisible

divisible

indivisible



Compare from the above “s+ible” words with the following few “s+able” words and notice the “s” sounds like a “z” in the first six words; also, most full words are followed by “able”:

usable

reusable

accusable

disposable

advisable

inadvisable

dispensable

indispensable

passable

impassable

assessable

#### d + ible

credible

incredible

audible

inaudible

edible

inedible

addible

mandible



Compare the above “d+ible” words with the following “d+able” words; also, most non-words are followed by “ible”:

degradable

affordable

moldable

findable

guidable

fundable

refundable

expandable

readable

(t= d sound) writable

potable

quotable

#### Summary of the -ible in a total of 76 words

reducible, deducible, producible, convincible, inconvincible, forcible, coercible, incoercible, invincible, miscible, flexible, inflexible | legible, illegible, eligible, ineligible, intelligible, tangible, intangible, negligible, corrigible, incorrigible, dirigible, legible, illegible, eligible, ineligible, intelligible, tangible, intangible, negligible, corrigible, incorrigible, dirigible | terrible, horrible, gullible, fallible, infallible | sensible, insensible, possible, impossible, collapsible, ostensible, accessible, inaccessible, distensible, reversible, irreversible,

**comprehensible**, **incomprehensible**, **apprehensible**, **inapprehensible**, **extensible**, **inextensible**, **defensible**, **indefensible**, **responsible**, **irresponsible**, **expansible**, **dispersible**, **admissible**, **inadmissible**, **visible**, **invisible**, **divisible**, **indivisible** | **credible**, **incredible**, **audible**, **inaudible**, **edible**, **inedible**, **addible**, **mandible**

Read aloud the above 218 words in Lesson 28; use **four** copies of page 16 to copy the words.

Fill in the blanks using “able” or “ible”:

reduc _____	deduc _____	produc _____
flex _____	inflex _____	dirig _____
access _____	inaccess _____	us _____
reus _____	aud _____	inaud _____
convinc _____	forc _____	invinc _____
leg _____	illeg _____	elig _____
inelig _____	intellig _____	tang _____
intang _____	neglig _____	incorrig _____
horr _____	terr _____	dispos _____
dispens _____	indispens _____	manage _____
gull _____	knowledge _____	refund _____
pot _____	admiss _____	avail _____
exchange _____	respons _____	charge _____
fall _____	infall _____	afford _____
biodegrad _____	imposs _____	ostens _____
cred _____	sens _____	poss _____
revers _____	comprehens _____	ed _____
incomprehens _____	apprehens _____	inadmiss _____
invis _____	divis _____	indivis _____

**Lesson 29:** Do we spell with “table” as in “chartable” or with “tible” as in “deducttable

**Rule** Use “able” after “it” as in “charitable” in **19** words. Use “-table” in a countless number of words, especially if the words are derived from a full word that is a verb and that ends with a “t” as in “treat→treatable.”

**Details**

**t+** As in “charitable” and “deductable,” the “t” is the most common letter before the two endings “able” and “ible.”

**ta or ti** Usually, the “ta” as in “re·spect·a·ble” falls in two separate syllables. Whereas the “ti” as in “de·struc·ti·ble” is in a syllable by itself. In addition, the reason for spelling with “-tible” in some of these words may be to soften the preceding hard sounds of “ct, pt, rt, st, etc. It may be best to memorize the small number of words that end with “-tible” and simply spell the rest with “-table.”

**Option** While the “-a + consonant + le” occurs in approximately **220** word, and the words that are spelled with “-i + consonant + le” are approximately **90** words. You have the option of reading the **90** words aloud many times until you remember their spelling.

**it+able in 19 words**

char <u>itable</u>	ver <u>itable</u>	irr <u>itable</u>	inher <u>itable</u>
indomit <u>able</u>	im <u>itable</u>	inim <u>itable</u>	transm <u>ittable</u>
ignit <u>able</u>	exc <u>itable</u>	hosp <u>itable</u>	ev <u>itable</u>
inevit <u>able</u>	dub <u>itable</u>	indub <u>itable</u>	equ <u>itable</u>
inequ <u>itable</u>	suit <u>able</u>	unsuit <u>able</u>	

countless verbs that end with **t+able**

treat→treat <u>able</u>	eat→ea <u>table</u>	get→get <u>able</u>
act→act <u>able</u>	respect→respect <u>able</u>	select→select <u>able</u>
accept→accept <u>able</u>	correct→correct <u>able</u>	adjust→adjust <u>able</u>
adapt→adapt <u>able</u>	import→import <u>able</u>	port→port <u>able</u>
support→support <u>able</u>	inflate→inflate <u>able</u>	dilate→dilat <u>able</u>

84

float→float <b>able</b>	quote→quot <b>able</b>	debate→debat <b>able</b>
present→present <b>able</b>	print→print <b>able</b>	doubt→doubt <b>able</b>
tract→tract <b>able</b>	pot→pot <b>able</b>	note→not <b>able</b>
mute→mut <b>able</b>	forget→unforget <b>able</b>	comfort→comfort <b>able</b>
compute→comput <b>able</b>	dispute→disput <b>able</b>	impute→imput <b>able</b>
substitute→substitu <b>table</b>	collect→collect <b>able</b>	elect→elect <b>able</b>

**-tible in 14 words**

de·struc·ti·ble	de·duc·ti·ble	dis·trac·ti·ble
con·nec·ti·ble	cor·rup·ti·ble	per·cep·ti·ble
sus·cep·ti·ble	con·ver·ti·ble	con·tro·ver·ti·ble
ex·haus·ti·ble	re·sis·ti·ble	di·ges·ti·ble
com·pa·ti·ble	collectible/collect <b>able</b>	

**An option to memorize the 90 -tible words:** While the “**a+consonant+le**” occurs in approximately **220** word, the “**i+ consonant+le**” occurs in approximately **90** words. You may simply choose to read these **90** words aloud many times until you remember their spelling:

reducible	deducible	producible
convincible	inconvincible	forcible
coercible	incoercible	invincible
miscible	(x=kc) flexible	inflexible
legible	illegible	eligible
ineligible	intelligible	tangible
intangible	negligible	corrigible
incorrigible	dirigible	terrible
horrible	gullible	fallible

infallible	sensible	insensible
possible	impossible	collapsible
ostensible	accessible	inaccessible
distensible	reversible	irreversible
comprehensible	incomprehensible	apprehensible
inapprehensible	extensible	inextensible
defensible	indefensible	responsible
irresponsible	expansible	dispersible
admissible	inadmissible	visible
invisible	divisible	indivisible
credible	incredible	audible
inaudible	edible	inedible
addible	mandible	destructible
deductible	distractible	connectible
collectible/collectable	corruptible	perceptible
susceptible	convertible	controvertible
exhaustible	resistible	digestible
compatible		

Read aloud the above 236 words in Lesson 29; and use **four** copies of page 16 to copy the words that you read.



**Lesson 30:** Change the final “le” to “il” and add “ity” as in “capability” and as in “responsibility.”

**Rule** Most adjectives like “capable” and “credible” can be turned into nouns. They can be turned into nouns by first changing the final “le” to “il” and then adding “ity” as in “capable→capabil+ity→capability” and as in “responsible→responsibil+ity→responsibility.” The followings are a few such words:

**•ble becomes -bil**

**a + bil + ity → ability**

capable→capabil+ity→capability

dependable→dependabil+ity→dependability

inseparable→inseparabil+ity→inseparability

durable→durabil+ity→durability

manageable→manageabil+ity→manageability

applicable→applicabil+ity→applicability

reliable→reliabil+ity→reliability

variable→variabil+ity→variability

accountable→accountabil+ity→accountability

suitable→suitabil+ity→suitability

irritable→irritabil+ity→irritability

**i + bil + ity → ibility**

credible→credibil+ity→credibility

incredible→incredibil+ity→incredibility

audible→audibil+ity→audibility

infallible→infallibil+ity→infallibility

gullible → gullib**il+ity** → gull**ibility**

tangible → tangib**il+ity** → tang**ibility**

intelligible → intelligib**il+ity** → intellig**ibility**

responsible → responsib**il+ity** → respons**ibility**

possible → possib**il+ity** → poss**ibility**

accessible → accessib**il+ity** → access**ibility**

comprehensible → comprehensib**il+ity** → comprehens**ibility**

admissible → admissib**il+ity** → admiss**ibility**

flexible → flexib**il+ity** → flex**ibility**

convertible → convertib**il+ity** → convert**ibility**

destructible → destructib**il+ity** → destruct**ibility**

deductible → deductib**il+ity** → deduct**ibility**

compatible → compatib**il+ity** → compat**ibility**

Read aloud the above 144 words in Lesson 30 and then use **two** copies of page 16 to copy the words that you read.

**Lesson 31:** Do we spell with “ll” as in “cell” or one “l” as in “excel”?

**Rule** •One-syllable words that contain one vowel usually end with “ll” as in “cell” and long multi-syllabics words end with one “l” as in “excel.” •Additionally, we spell with one “l” inside words as in “already” and as in “false.” Compare the following words:

ll for the end of short words

roll

till

full

pill

cell

sill

tell

ill

ll for the end of short words

all

wall

stall

fall

mall

call

ball

l for the end of long words

con·trol, pa·trol

un·til, len·til

care·ful, aw·ful

pu·pil

ex·cel

u·ten·sil, ton·sil, fos·sil

ho·tel, mo·tel

per·il

l for the end of long words; for inside words

al·ways, al·so, al·most, al·read·y, al·ter, al·ter·nate, al·right, al·to·geth·er, with·al, with·draw·al

wal·nut, Wal·ter, Walt, Waltz, walk

stal·wart, stalk

fal·ter, false

malt, Mal·ta

scald, calk, calm

bald

Read aloud the above 55 words in Lesson 31 and then use **one** copy of page 16 to copy the words that you read.

**Lesson 32:** Do we spell with “ll” as in “shell,” or with one “l” as in “shelter”?

**Rule** Spell with one “l” when next to a consonant as in as in “shelter,” and with “ll” when not next to a consonant as in “shell.” We do not need more than two consonants next to each other; thus, we either have “ll” or “l+consonant.” Note that this rule does not apply to compound words like “shellfish.” Compare the following words:

<b>ll or l+consonant</b>	
sell, seldom	shell, shelter, shelve
hell, held, help	yell, yelp
well, welder, welfare	hell, helm, helmet
ell, elbow, elder, else, elk, elm, elves	bell, belt, belch
swell, swelter	welder, welcome
dell, delta	quill, quilt
will, wilt	fill, filter
film, filch	sill, silk, silhouette
boll, bolt, bold, bolster	moll, mold
bull, bulb, bulk, bulwark	gull, gulf, gulp, gulch
full, fulfill	dull, dulcet, indulge
pull, pulse, compulsive, convulsive	scull, sculpture
cull, culture, cultivate, culprit, culminate	all, alto
wall, walnut, waltz, Walter	stall, stalk, stalwart
fall, false, falsify	ball, bald, balm
pall, palm	gall, galvanize
all, alto, almanac, ophthalmology	salmon, almond
mull, simultaneous	simultaneously

Read aloud the above 101 words in Lesson 32 and then use **two** copies of page 16 to copy them.

Fill in the blanks using “l” or “ll”:

we \_\_

we \_\_ fare

we \_\_ der

se \_\_

se \_\_ dom

he \_\_

he \_\_ met

be \_\_

be \_\_ t

swe \_\_

de \_\_

qui \_\_

wi \_\_

wi \_\_ t

fi \_\_

fi \_\_ ter

si \_\_

si \_\_ houette

bo \_\_

bo \_\_ ster

mo \_\_

mo \_\_ d

bu \_\_

bu \_\_ wark

gu \_\_

gu \_\_ f

fu \_\_

fu \_\_ fill

du \_\_

du \_\_ cet

pu \_\_

compu \_\_ sive

scu \_\_ pture

scu \_\_

cu \_\_

cu \_\_ ture

a \_\_

a \_\_ to

wa \_\_

wa \_\_ nut

sta \_\_

sta \_\_ wart

fa \_\_

fa \_\_ se

fa \_\_ sify

ba \_\_

ba \_\_ m

pa \_\_ m



## Lesson 33: As in “fill,” double the final “l” in one-syllable words that contain one vowel.

**Rule** The “l” comes in doubles at the end of small one-syllable words that contain one vowel. When adding endings like “-ed, -er, and -ing” to such words, the “l” stays doubled. Note that the “l” comes in doubles at the end of many other root words that contain one vowel, and when adding endings that begin with a vowel to such roots, the “l” stays doubled as in “gull” and “gullible.”

### ll staying doubled

call → called → call·ing → call·er

install → installed → install·ing

ap·pall → ap·palled → ap·pall·ing

spell → spelled → spell·ings → spell·er

yell → yelled → yell·ing

swell → swell·ing → swol·len

knell → knelled → knell·ing

fill → filled → fill·ing → fill·er

chill·y → chill·i·er → chill·i·est

kill → killed → kill·ing → kill·er

still → still·er → still·est

distil / dis·till → dis·tilled

-fill → ful·fill → ful·filled → ful·fill·ing

stroll → stroll·er

knoll → knolled → knoll·ing

dull → dull·er → dull·est

mull → mulled → mull·ing

tall → tall·er → tall·est

stall → stalled → stall·ing

tell → tell·ing → tell·er

sell → sell·ing → sell·er

dwell → dwelled → dwell·ing

cell → cel·lu·lar → cel·lar

bill → billed → bill·ing

chill → chilled → chill·ing

skill → skilled → skil·let

spill → spilled → spill·ing

in·still → in·stilled

thrill → thrilled → thrill·er

roll → rolled → roll·ing → roll·er

troll → trolled → troll·ing

full → full·er → full·est

bul·let → bul·le·tin

pull → pulled → pull·ing



**Exception:** gel, but not jel·l

**ll** staying doubled

gull	gullible	doll	dollar
dollop	dolly	bell	bellicose
ell	ellipse	elliptic	poll
pollen	pollute	all	allergy
alleviate	alley	ally	alliance
allot	allotment	allocate	allocation
alligator	alloy	allow	alliterate
alliteration	allude	allusion	alluvial
allure	allegation	allegory	alleluia

ball	ballot	ballad	ballast
ballet	ballerina	balloon	gall
gallery	galley	gallivant	gallant
gallon	gallop	fall	fallacy
fallible	infallible	phalli	phallic
pall	pallid	pallor	mall
mallard	mallet	wall	wallaby
wallet	wallop	call	callus
callous	lull	lullaby	

Read aloud the above 218 words in Lesson 33 and then use **three** copies of page 16 to copy the words that you read.



## Lesson 34:

As in “hospital,” most long words usually end with one “l.”

**Rule** Usually, we spell with one “l” at the end of long multi-syllabic words as in “fundamental.” Additionally, adjectives that already end with one “l” turn into adverbs after adding “ly” and the “l” becomes “ll” as in “careful + ly → carefully.”

### long words end in one l

mental	monumental	fundamental	horizontal
personal	emotional	national	professional
intentional	internal	fiscal	clinical
typical	critical	radical	hypothetical
chronological	practical	mechanical	magical
individual	instrumental	continental	coincidental
transcendental	vital	fatal	mortal
immortal	accidental	hospital	premarital
recital	capital	centrifugal	cannibal
suicidal	homicidal	medal	modal
feudal	principal	constitutional	illegal
external	eternal	diagonal	irrational
provisional	fraternal	phenomenal	sensational
communal	functional	vocational	infernal
optional	maternal	spinal	terminal
transitional	arsenal	signal	canal
impersonal	journal	tribunal	educational
fictional	fractional	mammal	decimal
animal	minimal	vocal	bifocal
sabbatical	comical	quizzical	lexical

lyrical	satirical	spherical	empirical
cylindrical	vertical	theatrical	stoical
surgical	tropical	serial	secretarial
lethal	cholesterol	protocol	symbol
betrayal	idol	carol	alcohol
fossil	hotel	lentil	Cheryl
utensil	pencil	weasel	chapel
hostel	council	gospel	mantel
bagel	nickel	decibel	citadel
jewel	camel	towel	vowel
kernel	kennel	colonel	enamel
until	rehearsal	reversal	pupil



Exceptions after "y" ↗ chlorophyll

idyll

### l becomes ll after adding ly

peaceful + **ly** → peacefully

wonderful → wonderfully

delightful → delightfully

fearful → fearfully

truthful → truthfully

bashful → bashfully

careful → carefully

artful → artfully

doubtful → doubtfully

beautiful + **ly** → beautifully

successful → successfully

cheerful → cheerfully

painful → painfully

useful → usefully

awful → awfully

wishful → wishfully

colorful → colorfully

skillful → skillfully

forceful→forcefully

fruitful→fruitfully

usual→usually

annual→annually

classical→classically

critical→critically

practical→practically

mechanical→mechanically

economical→economically

global→globally

formal→formally

abnormal→abnormally

forgetful→forgetfully

[fulfill→fulfilled→fulfilling]

manual→manually

legal→legally→illegally

physical→physically

political→politically

historical→historically

technical→technically

logical→logically

final→finally

normal→normally

local→locally

Read aloud the above 214 words in Lesson 34 and then use **three** copies of page 16 to copy the words that you read.



## Lesson 35: Why do we spell with “l” as in “control” and with “ll” as in “controlled”?

**Rule** As in “control,” we usually spell with one “l” at the end of long multi-syllabic words. However and after adding “ed” or “ing” to a few such words, the one “l” becomes “ll” as in “control→controlled→controlling.” A good reason for that is that we double a middle consonant like the “ll” in “con·trol’→con·trol·led” when the middle syllable “trol” in “con·trol’” is stressed and when it begins with a consonant.

**Details** We do not double the consonant like the one “l” in “mod·el→mod’·eled→mod’·el·ing” because the syllable “el” does not begin with a consonant.

### ll in the middle

con·trol’→con·trol·led→con·trol·ling→con·trol·ler→con·trol·la·ble

ex·cel’→ex·cel·led→ex·cel·ling→ex·cel·ent→ex·cel·lence

can·cel’→can·cel·led→can·cel·ling→can·cel’·la·tion

dis·til’/dis·til·l’→dis·til·led→dis·til’·ling→dis·til’·ler

pat·rol’→pat·rol·led→pat·rol·ling→pat·rol·ler

re·pel’→re·pel·led→re·pel’·ling→re·pel’·lent

com·pel’→com·pel·led→com·pel·ling

ex·pel’→ex·pel·led→ex·pel·ling

ton·sil’→ton·sil’·li·tis

in·tel’·lect

in·tel’·lec·tu·al

in·tel’·li·gent

in·tel’·li·gence

in·tel’·li·gi·ble

scin·til’·late

mis·cel’·la·ne·ous

pen·i·cil’·lin

um·brell’·la

Cin·de·rel’·la

go·ril’·la

va·nil’·la

in·fal’·li·ble

fal’·li·ble

sur·veil’·lance

ful·fill’

ful·filled’

ful·fill’·ing

e·bul’·li·ent

e·bul’·li·ence

A·pol’·lo

cit·ro·nel’·la

chan·cel’·lor

mon·o·syll’·la·bic

Read aloud all the above 59 words and then use **one** copy of page 16 to copy them.

We do not double the consonant after “el” as in “mod·el→mod·eled→mod·el·ing” because the syllable “el” does not begin with a consonant. These are a few words wherein the “l” does not double either because the final syllable does not begin with a consonant or because it is not stressed:

mod·e·l→modeled→mod·el·ing

re·mod·el→re·modeled→re·mod·el·ing

pum·mel→pum·meled→pum·mel·ing

coun·sel→coun·seled→coun·sel·ing→coun·sel·or

pan·el→pan·eled→pan·el·ing→pan·el·ist

li·bel→li·beled→li·bel·ing

chan·nel→chan·neled→chan·nel·ing

par·al·lel→par·al·leled→par·al·le·ling

la·bel→la·beled→la·bel·ing

per·il→periled→peril·ing

We do not double the “l” as in “priv·i·lege” because the middle syllable does not begin with a consonant:

priv·i·lege

sim·i·lar

vig·i·lant

vig·i·lance

ex·hil·a·rate

a·vail·a·ble

an·a·lyze

an·al·y·tic

an·al·y·st

a·nal·y·sis

a·nal·y·ses

par·a·lyze

pa·ral·y·sis

pa·ral·y·ses

pop·u·lar



**Exceptions:** These words are exceptions because the “l” doubles in spite of the fact that the middle syllable begins with a vowel:

cap·il·lar·y

vac·il·late

tit·il·late

par·al·lel

sat·el·lite

Read aloud the above 57 words and then use **one** copy of page 16 to copy the words that you read.

**ful** •The affix “**ful**” is unique. Unlike the word **full**, “**ful**” is an affix that can be used in the end or at the beginning of words as in “**careful**” and as in “**fulfill**.” Memorize the fact that the affix “**ful**” is a unique case that ends in one “l.” •It makes sense to spell with one “l” in a word like “**careful**” just in case we will need to add “-ly” to it to make it “**careful+ly→carefully**”:

peaceful→peacefully

beautiful→beautifully

wonderful→wonderfully

successful→successfully

delightful→delightfully

cheerful→cheerfully

fearful→fearfully

painful→painfully

truthful→truthfully

useful→usefully

bashful→bashfully

awful→awfully

careful→carefully

wishful→wishfully

artful→artfully

colorful→colorfully

doubtful→doubtfully

skillful→skillfully

forceful→forcefully

forgetful→forgetfully

fruitful→fruitfully

[**fulfill**→**fulfilled**→**fulfilling**]

Read aloud the above 44 words and then use **one** copy of page 16 to copy the words that you read.

The affixes **re**, **un**, **en**, **dis**, **il**, **mis**, and **ir**: Similar to the compound words, some of the affixes can be added to a word without changing the number of L's in that word as in this small number of words:

**re**·call

**re**·fill

**re**·sell

**re**·in·stall

**un**·in·stall

**un**·roll

**un**·u·su·al

**un**·truth·ful

**un**·law·ful

**en**·tail

**en**·roll

**en**·thrall

fall·**en**

**dis**·till

**il**·log·i·cal

**il**·lit·er·ate

**mis**·spell



To learn all the prefixes and their meanings in 900 words, please see the last chapter in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

**Compound words** As in “football” and as in “watermelon” keep the “ll” or the “l” in compound words without any changes. A compound word is one word made of two or more other words.

basketball	ballroom	fallout
downfall	overall	forestall
wallpaper	dollhouse	payroll
doorbell	shellfish	seashell
sellout	spellbound	saltcellar
standstill	stillborn	instill
foretell	telltale	hillside
downhill	uphill	handbill
billboard	killjoy	willpower
bulldog	bulldog	watermelon
spotlight	taillight	withdrawal

**Hyphenated words** As in “full-grown” and similar to the compound words, keep the “ll” or the “l” in hyphenated words without any changes. A hyphenated word is one word made of two or more words:

full-time	full-grown	full-blown
full-length	full-scale	cook-full
bull's-eye	sullen-looking	ill-treated
ill-suited	ill-advised	ill-mannered
know-it-all	all-around	all-round
of-the-wall	well-known	well-read
well-to-do	well-mannered	well-advised

 To learn all the useful compound and hyphenated words, please read *All the Compound & Hyphenated Words* by Camilia Sadik.

 Read aloud the above 71 words and then use **one** copy of page 16 to copy them.


**Lesson 36:** Inside words, do we use one “l” as in “concealed” or “ll” as in “dolly”?

**Rule** As in “concealed,” we use one “l” in the middle of most words, especially in the middle of long multi-syllabic words.

**1.** In the middle of words, spell with one “l” after any two vowels as in “conceal→concealed”:

jealous	zealous	boulevard	coalition
cauliflowers	tarpaulin	epaulet	genteel
feeling	conceal	concealed	concealing
appealing	failure	bailiff	entailed
idealize	realize	dialect	dialogue/dialog
fueled/ fuelled	schooled	boiled	toilet

**2.** In the middle of long words, spell with one “l” before any two vowels as in “familiar”:

familiar	hemophilia	humiliate	affiliate
believe	Juliet	resilient	salient
polio	portfolio	meticulous	scrupulous
jealous	zealous	perilous	foliage
porcelain	league	[colleague]	melee
mausoleum	linoleum	retaliate	regalia
Australia	reconciliation	milieu	


**Exceptions** in which the “i” sounds like the consonant “y”:

scal·lion	stal·lion	bul·lion	bil·lion
mil·lion	bil·liards		

## 3. Most words containing “v + vowels + l” are spelled with one “l”:

val·id·i·ty	val·u·a·ble	e·val·u·ate	va·lence
val·or	val·en·tine	val·et	va·lise
un·ri·valed	valve	e·quiv·a·lent	val·id
in·val·id	val·i·date	vel·vet	mar·vel·ous
de·vel·op	en·ve·lope	jave·lin	vil·i·fy
ci·vil·ian	priv·i·lege	dev·il·ish	vol·ume
vol·u·ble	vol·un·teer	vo·li·tion	be·nev·o·lent
vo·lup·tu·ous	friv·o·lous	con·vo·lut·ed	rev·o·lu·tion
ev·o·lu·tion	a·vail·a·ble	vi·o·let	ul·tra·vi·o·let
vi·o·lence	vi·o·lin	vi·o·la	rav·i·o·li



## Exceptions:

vil·la	vil·lage	vil·lain	sur·veil·lance
val·ley	vol·ley		

## 4. As in “television,” spell with one “l” in the prefix “tele-”:

tel·e·vi·sion	tel·e·phone	tel·e·scope	tel·e·com
te·le·pa·thy	tel·e·graph	tel·e·gram	tel·ex
tel·e·com·mu·ni·ca·tions			

## 5. As in “apology,” spell with one “l” inside most words, especially in the endings “ology” or “logy”:

a·pol·o·gy	an·thro·pol·o·gy	e·col·o·gy	gy·ne·col·o·gy
psy·chol·o·gy	et·y·mol·o·gy	ter·mi·nol·o·gy	pho·nol·o·gy
meth·od·ol·o·gy	tau·tol·o·gy	hy·dro·log·y	zo·ol·o·gy
bi·ol·o·gy	ra·di·ol·o·gy	so·ci·ol·o·gy	i·de·ol·o·gy
ge·ol·o·gy	[ge·ne·al·o·gy	a·nal·o·gy	eu·lo·gy]

6. In the middle of long words, spell with one “l” before the endings ize, ism, ist, and ity:

re·al·ize	gen·er·al·ize	fer·til·ize	i·dol·ize
sta·bi·lize	for·mal·ize	in·dus·tri·al·ize	ma·te·ri·al·ize
fa·mil·iar·ize	so·cial·ize	spe·cial·ize	u·til·ize
verb·al·ize	tran·quil·ize	mo·bi·lize	tan·ta·lize
an·a·lyze	par·a·lyze	in·dus·tri·al·ism	im·pe·ri·al·ism
ma·te·ri·al·ism	cap·i·tal·ism	sur·re·al·ism	i·de·al·ism
re·al·ism	so·cial·ism	me·tab·o·lism	roy·al·ist
loy·al·ist	a·nal·yst	cap·i·tal·ist	sur·re·al·ist
re·al·i·ty	e·qual·i·ty	for·mal·i·ty	fer·til·i·ty
fi·del·i·ty	mo·bil·i·ty	sta·bil·i·ty	sen·si·bil·i·ty

7. In the middle of long words, we usually spell with one “l” in “-ili” and in “-lic”:

mil·i·tar·y	mil·i·tant	mi·li·tia	re·ha·bil·i·tate
de·bil·i·tate	um·bil·i·cal	e·qui·lib·ri·um	dil·i·gence
fa·mil·i·ar	hu·mil·i·ate	af·fil·i·ate	fa·cil·i·tate
fil·i·gree	sil·i·con	col·ic	frol·ic
rel·ic	i·tal·ic	cath·o·lic	e·van·gel·ic
al·co·hol·ic	hy·drau·lic	sym·bol·ic	a·cryl·ic
me·tab·o·lic	pel·i·can	del·i·ca·cy	hel·i·cop·ter

Exceptions:

bel·li·cose

met·al·lic

8. In the middle of long words, we usually spell with one “l” after “u” and after “y”:

par·tic·u·lar	sec·u·lar	mus·cu·lar	joc·u·lar
bin·oc·u·lars	fu·nic·u·lar	spec·tac·u·lar	ver·nac·u·lar

cir·cu·lar	in·su·lar	pop·u·lar	tu·bu·lar
glob·u·lar	an·gu·lar	reg·u·lar	im·mac·u·late
cal·cu·late	spec·u·late	cir·cu·late	ar·tic·u·late
in·su·late	em·u·late	ac·cu·mu·late	sim·u·late
stim·u·late	for·mu·late	stip·u·late	un·du·late
co·ag·u·late	cur·ric·u·lum	me·tic·u·lous	pop·u·lous
scru·pu·lous	fab·u·lous	trem·u·lous	stim·u·lus
stim·u·lant	truc·u·lent	tu·ber·cu·lo·sis	op·u·lent
pop·u·lace	re·pulse	stip·u·la·tion	tur·bu·lence
trib·u·la·tion	vo·cab·u·lar·y	in·dul·gence	un·du·ly
tu·lip	pen·in·su·la	si·mul·ta·ne·ous	con·grat·u·la·tions
cu·mu·la·tive	Ju·ly	Yule·tide	eu·lo·gy
[py·lon	a·sy·lum	cyl·in·der	xy·lo·phone]

9. We usually spell with one “I” in the middle of most words especially when the “I” is at the end of the first syllable:

mel·an·chol·y	mel·o·dy	mel·o·dic	mel·o·dra·ma
mel·on	gel·a·tin	gel·id	ac·cel·er·ate
ac·cel·er·a·tor	fel·o·ny	he·li·um	he·li·o·trope
bach·e·lor	del·e·gate	del·i·cate	del·i·ca·tes·sen
fi·del·i·ty	de·lin·quent	el·e·gance	el·e·gy
el·e·ment	el·e·men·ta·ry	el·e·phant	el·i·gi·ble
el·o·cu·tion	el·o·quent	e·lab·o·rate	e·lapse
e·las·tic	e·late	e·lect	e·lec·tive
e·lec·tion	e·lec·tric	e·lec·tri·cit·y	e·lec·tri·cal
e·lec·tri·fy	e·lec·tri·cian	e·lec·tor·ate	e·lic·it

e·lim·i·nate	e·lite	e·lit·ism	e·lix·ir
e·lope	e·lude	e·lu·sive	e·lu·ci·date
ol·i·gar·chy	ol·ive	Olympic	sol·emn·ly
ab·so·lute	res·o·lute	res·o·lu·tion	con·so·la·tion
con·sole	con·sol·i·date	gas·o·line	i·so·late
in·sol·u·ble	ob·so·lete	ob·so·les·cent	sol·ace
so·lar	sole·ly	sol·emn	sol·u·ble
so·lu·tion	sol·vent	sol·i·tude	sol·i·taire
sol·id	sol·i·dar·i·ty	so·lil·o·quy	so·lic·it
so·lic·it·or	de·mol·ish	mo·lar	mol·e·cule
monologue	tol·er·ance	pol·y·graph	a·bol·ish
di·a·bol·ic·al	pol·i·cy	pol·ish	pol·i·tic
po·lite	me·trop·o·lis	mo·nop·o·ly	tram·po·line
con·dol·en·ces	hol·o·caust	col·umn	col·um·nist
col·an·der	cal·en·dar	co·los·sal	sem·i·co·lon
colo·nel	col·o·ny	scho·las·tic	cho·les·ter·ol



## Exceptions:

pol·len	pol·li·nate	pol·lute	hol·ler
dol·lar	dol·lop	el·lipse	el·lip·ti·cal

## 10. Mainly, we spell with “ll” in “coll-”:

col·lect	re·col·lect	col·lect·ed	col·lec·tive
col·lect·or	col·league	col·lege	col·late
col·lab·o·rate	col·lapse	col·lar	col·lat·er·al
col·lo·qui·al	col·lide	col·li·sion	col·lu·sion


**Exceptions:**
**col·um·n**
**col·an·der**
**co·los·sal**
**col·on**
**colo·nel**
**col·o·ny**
**cho·les·ter·ol**
**scho·las·tic**

**11.** Mainly, the “a” is followed by “ll” in two-syllable words and by one “l” in more than two-syllabic words:

**val·ley**
**pal·let**
**bal·lot**
**bal·let**
**shal·lot**
**chal·lenge**
**gal·lon**
**stal·lion**
**scal·lion**
**scal·lop**
**Dal·las**
**met·al·lic**
**fal·li·ble**
**in·fal·li·ble**
**par·al·lel**
**es·ca·late**
**scal·a·wag**
**ga·lore**
**sa·li·ent**
**sa·li·va**
**sal·i·vate**
**sal·m·on**
**sal·u·tar·y**
**pal·a·tial**
**bal·ance**
**bal·us·trade**
**ma·lig·nant**
**mal·a·dy**
**ma·lar·i·a**
**ma·lign**
**ma·lin·ger**

**12.** Mainly, the “i” is followed by “ll” in two-syllable words and by one “l” in more than two-syllabic words:

**sur·veil·lance**
**vil·la**
**va·nil·la**
**vil·lage**
**vil·lain**
**vac·il·late**
**fil·let/ fi·let**
**pil·lar**
**cat·er·pil·lar**
**cap·il·lar·y**
**pen·i·cil·lin**
**sy·la·ble**
**syl·la·bus**
**os·cil·late**
**go·ril·la**
**gue·ril·la**
**bril·liant**
**dis·till/distil**
**dis·tilled**
**tit·il·late**
**scin·til·late**
**mil·len·ni·um**
**mill**
**mil·ler**
**mil·let**
**mil·li·gram**
**mil·li·me·ter**
**mil·lion**
**mil·lion·aire**
**ton·sil·li·tis**
**il·lus·trate**
**il·lu·sion**
**il·lu·mi·nate**
**Il·li·nois**
**il·lit·er·a·cy**
**il·leg·i·ble**
**il·le·gal**
**il·le·git·i·mate**
**il·log·i·cal**
**il·li·cit**

hi·lar·i·ous	ex·hil·a·rate	ep·i·lep·sy	pi·lot
si·lence	si·lo	ton·sils	di·lem·ma
di·lap·i·date	sim·i·lar	vig·i·lant	ver·i·si·mil·i·tude

13. As in “dolly,” we usually spell with “ll” before a final “-y” that sounds like an “e”:

dol·ly	jol·ly	gol·ly	fol·ly
hol·ly	Hol·ly	Hol·lywood	bel·ly
jel·ly	Jelly·fish	bul·ly	dul·ly
ful·ly	sul·ly	gul·ly	tal·ly
ral·ly	Sal·ly	Wal·ly	hil·ly
sil·ly	fil·ly	fril·ly	chil·ly
al·ley	val·ley	trol·ley	vol·ley
volley·ball	Kel·ley	Wil·lie	Nel·lie



**Exceptions:**

ho·ly	hol·i·day	del·i·ca·tes·sen	Ju·lie
Ju·li·et	lil·y	wil·y	wry·ly
al·ly	chi·li	Chi·le	Chi·le·an

14. As in “follow,” we usually spell with “ll” before a final “-ow”:

fol·low	fol·low·er	sal·low	swal·low
shal·low	mal·low	wal·low	hal·low
cal·low	gal·lows	tal·low	fal·low
pil·low	bil·low	wil·low	bil·low
fel·low	yel·low	mel·low	Mel·low
bel·low			

Read aloud the above 546 words in Lesson 36 and then use **eight** copies of page 16 to copy the words that you read.



## Lesson 37: Do we use “ar” as in “beggar” or “er” as in “carpenter” or “or” as in “doctor”?

**Rule** Usually, the “**or**” occurs after “ss” as in “professor” and after “t” as in “doctor.” The “er” usually occurs in the majority of such words as in “mother.” The “ar” occurs in a limited number of words, many of which are adjectives with negative connotations and mainly after an “I” as in “burglar.”

### Details

**or** Usually, the “**or**” occurs after “ss” as in “professor.” Also after “ct” as in “doctor,” after “it” as in “credit→creditor,” after “at,” as in “educate→educator,” in a few words after “ut” as in “distributor,” and in a few words after “st” as in “investor.”

**er** Usually, the “**er**” occurs in most words as in “mother,” in comparative adjectives as in “small→smaller,” and is added to verbs to make nouns that do a specific function as in “play→player.”

**ar** The “**ar**” occurs in a limited number of words, many of which are adjectives with negative connotations as in “vulgar” and mainly after an “I” as in “similar.”

The people who developed written English seemed to have liked the “**o**” more than the “**e**” and the “**e**” more than the “**a**.” They seemed to entirely disliked the “**a**.” Looking at the meanings of the many words that contain “**ar**” as opposed to “**or**” and “**er**,” one is able to see that the **vulgar** and **banal** class of words were given an “**a**.” Analyze the meanings of some such examples below.

**schwa sound** The endings **ar**, **er**, and **or** have the same sound; all have a weak unstressed sound called a “schwa” sound. Because it is a weak and barely heard sound of any vowel, we often have difficulty knowing which vowel it is. Moreover, the words “begg**ar**, carpenter, and doctor” are called **r**-controlled words because the “**r**” controls the sound of the vowel that precede it. But, most of the **r**-controlled words end with “**er**,” some end with “**or**,” and fewer end with “**ar**.”

### [ss+or] and [t+or]

#### ss+or

profess→professor

assess→assessor

access→accessory

suppress→suppressor

confess→confessor

success→successor

oppress→oppressor

aggress→aggressor

possess→possessor

process→processor

depress→depressor

compress→compressor

**ct+or**

<b>actor</b>	<b>reactor</b>	<b>factor</b>	<b>factory</b>
<b>tractor</b>	<b>chiropractor</b>	<b>contractor</b>	<b>doctor</b>
<b>proctor</b>	<b>inspector</b>	<b>director</b>	<b>projector</b>
<b>collector</b>	<b>corrector</b>	<b>detector</b>	<b>defector</b>
<b>reflector</b>	<b>elector</b>	<b>electoral</b>	<b>hector</b>
<b>sector</b>	<b>protector</b>	<b>interceptor</b>	<b>Victor</b>
<b>victory</b>	<b>predictor</b>	<b>instructor</b>	<b>conductor</b>
<b>constructor</b>	<b>introductory</b>		

**it+or**

<b>creditor</b>	<b>editor</b>	<b>auditor</b>	<b>auditory</b>
<b>auditorium</b>	<b>competitor</b>	<b>inhibitor</b>	<b>inhibitory</b>
<b>inheritor</b>	<b>solicitor</b>	<b>compositor</b>	<b>inquisitor</b>
<b>monitor</b>	<b>monitory</b>		

**at+or**

<b>create</b> → <b>creator</b>	<b>generate</b> → <b>generator</b>	<b>refrigerate</b> → <b>refrigerator</b>
<b>operate</b> → <b>operator</b>	<b>vibrate</b> → <b>vibrator</b>	<b>decorate</b> → <b>decorator</b>
<b>incinerate</b> → <b>incinerator</b>	<b>integrate</b> → <b>integrator</b>	<b>separate</b> → <b>separator</b>
<b>accelerate</b> → <b>accelerator</b>	<b>translate</b> → <b>translator</b>	<b>regulate</b> → <b>regulator</b>
<b>calculate</b> → <b>calculator</b>	<b>percolate</b> → <b>percolator</b>	<b>indicate</b> → <b>indicator</b>
<b>educate</b> → <b>educator</b>	<b>locate</b> → <b>locator</b>	<b>incubate</b> → <b>incubator</b>
<b>illuminate</b> → <b>illuminator</b>	<b>alternate</b> → <b>alternator</b>	<b>intimidate</b> → <b>intimidator</b>
<b>radiate</b> → <b>radiator</b>	<b>equate</b> → <b>equator</b>	<b>dictate</b> → <b>dictator</b>
<b>rotate</b> → <b>rotator</b>	<b>spectator</b>	<b>accumulator</b>
<b>communicator</b>		

**ut+or**distribut**or**contribut**or**

tutor

prosecut**or**execut**or**/ execut**er****t+or**

ancestor

invest**or**impost**or**past**or**invent**or**invent**ory**deb**tor****Exceptions:**

character

computer

Jupiter

oyster

rooster

booster

sister

master

roster

monster

minister

cluster

semester

chapter

carpenter

gutter

**Read aloud to memorize:**sail**or**tail**or**

chan·cel·lor

coun·cil·or

coun·sel·or

hu·mor

ru·mor

mi·nor

gov·er·nor

do·nor

su·pe·ri·or

in·fe·ri·or

in·te·ri·or

ex·te·ri·or

er·ror

ter·ror

trans·fer·or

ra·zor

ad·vis·or

cur·sor

fa·vor

har·bor

la·bor·er

ven·dor

splen·dor

ma·jor

au·thor

mem·o·ry

mem·o·ra·ble

**D** Read aloud the above 177 words in Lesson and then use **two** copies of page 16 to copy the words that you read.

## er in most words

### er in comparative adjectives

smaller	faster	better	colder
darker	farther	further	happier
longer	shorter	prouder	quieter
stronger	taller	whiter	younger
older	elder	smarter	greater
newer	dumber	closer	lesser

### er to make nouns

borrower	lender	banker	teller
builder	dealer	appraiser	owner
buyer	seller	leaser	farmer
hunter	gatherer	healer	teacher
philosopher	writer	publisher	planner
founder	trader	examiner	manager
photographer	interpreter	laborer	server
fisher	packer	brewer	fixer
waiter	baker	maker	ruler
employer	interviewer	singer	dancer
composer	entertainer	producer	programmer
player	golfer	catcher	swimmer
wrestler	traveler	discoverer	explorer
cruiser	purser	doer	goers
comer	mailer	defender	offender

sender	user	abuser	loser
hater	bouncer	speller	sufferer
attacker	backer	helper	spender
washer	drier	stapler	binder
adapter	shredder	toaster	juicer
tracer	eraser	shaker	rocker
locker	transmitter	grinder	hopper
clipper	hanger	opener	challenger

**er in most other words**

mother	father	brother	Heather
weather	feather	other	neither
either	rather	bother	gather
whether	butcher	pitcher	informer
plumber	drummer	astronomer	reamer
hammer	former	transformer	bummer
summer	summery	manner	inner
prisoner	partner	November	December
October	barber	sober	caliber
cucumber	encumber	slumber	insider
outsider	provider	chowder	kindergarten
colander	laser	trousers	blazer
oyster	rooster	booster	sister
master	roster	monster	minister
cluster	semester	character	Jupiter

chapter	carpenter	gutter	after
outer	theater	soberer	adventurer
treasurer	paper	copper	caliper
officer	widower	liver	silver
hunger	finger	ginger	messenger
plunger	drier	trailer	chandler

**middle er**

term	in·ter·im	e·ter·nal	e·ter·ni·ty
lit·er·al	lib·er·al	fern	in·fer·no
suf·fer·er	perch	perk	per·fect
en·er·gy	min·er·al	in·cin·er·a·tor	herd
herb	clerk	kin·der·gar·ten	ref·rig·er·a·tor
gath·er·er	dis·cov·er·er	Jer·u·sa·lem	



Memorize:

cal·en·dar

sep·a·rate

## ar mainly in adjectives

### ar in negative connotations

vul·gar (banal)

bur·glar (thief)

sin·gu·lar (alone, not many)

pop·u·lar, fa·mil·iar (too exposed)

sum·ma·ry (not the whole thing)

stan·dard (basic)

drunk·ard (mere drunkard)

haz·ard (danger)

awk·ward (clumsy)

giz·zard (bird's stomach)

bliz·zard (violent snowstorm)

nec·tar (mere food)

cus·tarb (mere food)

al·ter (verb)

beg·gar (jobless)

li·ar (lie→liar)

sim·i·lar (not the real one)

cat·er·pil·lar (a mere worm)

sec·re·ta·ry (not the boss)

sep·a·rate (by itself)

liz·ard (mere lizard)

cow·ard (not brave)

back·ward (rearward)

buz·zard (idiot)

vin·e·gar (mere food)

mus·tarb (mere food)

al·tar (mere noun)

cel·lar (underground storage)

reg·u·lar

or·di·nar·y

cel·lu·lar

gran·u·lar

so·lar

po·lar

ver·nac·u·lar

cir·cu·lar

an·gu·lar

rec·tan·gu·lar

par·tic·u·lar

lu·nar

mon·e·tar·y

pil·lar

dol·lar

col·lar

or·chard

pa·role

cedar

gram·mar

cal·en·dar

bound·a·ry

dic·tion·ar·y

cen·ten·a·ry

no·ta·ry

reg·is·trar

bur·sar

Read aloud the above 280 words in the second half of Lesson 37 and then use **four** copies of page 16 to copy the words that you read.

Fill in the blanks using the endings “ar” or “er” or “or”:

profess \_\_

success \_\_

process \_\_

doct \_\_

sect \_\_

proct \_\_

distribut \_\_

prosecut \_\_

contribut \_\_

credit \_\_

competit \_\_

composit \_\_

creat \_\_

educat \_\_

locat \_\_

moth \_\_

fath \_\_

sist \_\_

small \_\_

fast \_\_

bett \_\_

borrow \_\_

lend \_\_

bank \_\_

vulg \_\_

begg \_\_

burgl \_\_

tail \_\_

trail \_\_

sail \_\_

sep \_\_ ate

cl \_\_ k

li \_\_

oppress \_\_

dress \_\_

sciss \_\_ s

calend \_\_

singul \_\_

interi \_\_

simil \_\_

burs \_\_

exteri \_\_

conduct \_\_

construct \_\_

contract \_\_

cream \_\_

kinderg \_\_ ten

coland \_\_

fing \_\_

oyst \_\_

roost \_\_

en \_\_ gy

lit \_\_ al

min \_\_ al

popul \_\_

refrigerat \_\_

inf \_\_ no

inspect \_\_

direct \_\_

project \_\_

famili \_\_

secret \_\_ y

summ \_\_ y

compress \_\_

suppress \_\_

depress \_\_

lib \_\_ al

caterpill \_\_

et \_\_ nal

int \_\_ im

tut \_\_

comput \_\_

predict __	collect __	detect __	J __ usalem
dictat __	chiropract __	hopp __	communicat __
challeng __	stand __ d	hang __	chopp __
drunk __ d	liz __ d	haz __ d	suffer __
gather __	discover __	solicit __	monit __
monit __ y	not __ y	registr __	backw __ d
indicat __	generat __	operat __	build __
deal __	apprais __	cow __ d	awkw __ d
cutt __	edit __	audit __	audit __ y
sep_ __ ate	intimidat __	sail __	chancel __
council __	carpent __	butch __	minist __
cold __	dark __	farth __	furth __
transmitt __	intensifi __	regul __	gizz __ d
buzz __ d	blizz __ d	possess __	assess __
access __ y	inject __	protect __	defect __
audit __ ium	inhibit __	inhibit __ y	decorat __
incinerat __	integrat __	counsel __	hum __
rum __	vineg __	nect __	must __ d
aggress __	dri __	fly __	bound __ y

diction __ y	comput __	wash __	alt __
alt __	cell __	sell __	buy __
stapl __	bind __	eras __	shredd __
radiat __	accelerat __	equat __	adapt __
toast __	cellul __	granul __	sol __
ancest __	invest __	past __	juic __
din __	shak __	pol __	vernacul __
circul __	mast __	messeng __	monst __
lock __	mark __	rul __	leas __
farm __	hunt __	gather __	heal __
teach __	philosoph __	writ __	interpret __
found __	labor __	brew __ y	bak __
wait __	cust __ d	Vict __	vict __ y
instruct __	young __	old __	eld __
smart __	reflect __	angul __	invest __
don __	p __ ole	theat __	las __
blaz __	incubat __	alternat __	translat __
rectangul __	particul __	peculi __	splend __
maj __	auth __	do __	employ __

compos __	programm __	impost __	past __
ordin __ y	monet __ y	lun __	introduct __ y
act __	schol __	terr __	transfer __
raz __	labor __	vend __	own __
happi __	long __	short __	curs __
fav __	harb __	pill __	doll __
coll __	fact __	fact __ y	tract __
contract __	tell __	peddl __	strong __
great __	tall __	inferi __	err __
advis __	discover __	explor __	us __
orch __ d	ancest __	gramm __	min __
govern __	superi __	defend __	spell __
help __	calend __	elect __ al	react __
invent __	invent __ y	debt __	hamm __
transform __	rost __	weath __	wheth __
mann __	sob __	semest __	clos __
less __	Jupit __	regulat __	percolat __
calculat __	accumulat __	spectat __	mem __ y
mem __ able	h __ ass	h __ assment	begg __


**Lesson 38:** Do we spell with “ir” as in “skirt” or with “ur” as in “Kurt”?

**Rule** When the “r” controls the sound of the vowel in a word, that word is called an **r-controlled word**. For instance, the “u” as in “disturb” is controlled by the “r.” The “u” as in “disturb” is not a schwa sound; it is a special sound that is controlled by the “r” and it occurs mainly inside words. Similarly, the “i” as in “skirt” is controlled by the “r” and it also occurs inside words. Both “ir” and “ur” sound the same.

**ur mainly inside words**

bur·y	bur·i·al	bur·glar	bur·glar·y
bur·glar·ized	bur·ger	ham·bur·ger	bur·ri·to
bur·ro	burp	burst	bur·den
burn	burnt/burned	bur·ble	bur·ette
re·im·burse	dis·burs	bur·sar	burr
turn	tur·ner	tur·nip	tur·ban
tur·bine	tur·key	tur·quoise	tur·bu·lence
tur·tle	turf	dis·turb	Sat·ur·day
sur·geon	sur·ger·y	surge	sur·name
sur·round	sur·ren·der	re·sur·rec·tion	sur·face
sur·pass	sur·plus	surf	ab·surd
oc·cur	oc·curred	cur·rent	cur·rent·ly
cur·few	curb	curd	cur·tail
fur	fur·ry	fur·ri·er	fur·ni·ture
fur·nish	fur·nace	pur·pose	pur·ple
pur·suit	pur·sue	purse	spurt

blur	blurt	slurs	slurp
splurge	lurk	hurt	hur·tle
mur·der	mur·der·er	mur·mur	Mur·phy
lux·ur·y	urge	ur·gent	in·jury
fig·ure	gur·gle	Thurs·day	nurse

## ir mainly inside words

fir	first	firm	con·firm
sir	stir	stirred	stir·ring
shirt	skirt	flirt	dirt
girt	squirt	squirm	squir·rel
thirst	third	swirl	whirl
girl	gir·dle	girth	di·rec·tions
bird	birth	mir·a·cle	mir·ror



Compare these r-controlled words:

<u>ur</u>	<u>ir</u>	<u>er</u>	<u>ar</u>
fur	fir		
fur·ry	fir·ry		
bur·i·al		ber·yl	
curb	Kir·by		
cur·few		ker·nel	
surf	Sir		
bur·glar	birth		

<b>bur</b> ·ger	bird	
<b>bur</b> ·ro	birr	
<b>bur</b> ·sar	birr	
<b>urge</b>	ir·reg·u·lar	
<b>surge</b>	sir	
<b>pur</b> ·ple	per	
<b>mur</b> ·der	mir·ror	
<b>bur</b> ·den	bird	
<b>Thurs</b> ·day	ther·mos	
<b>fig</b> ·ure	big·ger	beg·gar
<b>tur</b> ·quoise	stir	
<b>sur</b> ·name	sir	
<b>fur</b> ·ni·ture	fir	
<b>fur</b> ·nace	fir	
<b>burn</b>	birr	
<b>bur</b> ·ette	birr	
<b>turn</b>	tern	
<b>hurt</b>	her	
<b>Curt</b>	skirt	
<b>lux</b> ·u·ry	sum·mer·y	sum·ma·ry
<b>gur</b> ·gle	girl	
	swirl	swerve
<b>fur</b>	firm	suf·fer

Read aloud the above 175 words in Lesson 38 and then use **three** copies of page 16 to copy the words that you read.

Fill in the blanks using the endings “ir” or “ur”:

f \_\_

bl \_\_ ry

b \_\_ y

b \_\_ ial

occ \_\_

c \_\_ rent

f \_\_

s \_\_

st \_\_

st \_\_ red

st \_\_ ring

sh \_\_ t

c \_\_ b

dist \_\_ b

conf \_\_ m

squ \_\_ m

s \_\_ f

b \_\_ glar

b \_\_ ger

b \_\_ rito

b \_\_ ro

sk \_\_ t

d \_\_ t

fl \_\_ t

\_\_ ge

s \_\_ ge

s \_\_ geon

s \_\_ pass

s \_\_ plus

p \_\_ pose

p \_\_ ple

sl \_\_ p

b \_\_ p

g \_\_ t

squ \_\_ t

f \_\_ st

c \_\_ d

m \_\_ der

m \_\_ derer

b \_\_ den

Sat \_\_ day

Th \_\_ sday

disb \_\_ se

b \_\_ sar

b \_\_ n

b \_\_ st

fig \_\_ e

th \_\_ st

s \_\_ name

s \_\_ round

s \_\_ render

squ \_\_ rel

t \_\_ quoise

wh \_\_

dist \_\_ b

t \_\_ bulence

wh \_ \_ l

t \_ \_ n

t \_ \_ nip

t \_ \_ ban

b \_ \_ n

b \_ \_ nt

b \_ \_ ette

f \_ \_ nature

f \_ \_ nace

wh \_ \_ lpool

h \_ \_ tle

sw \_ \_ l

bl \_ \_ t

abs \_ \_ d

lux \_ \_ y

lux \_ \_ ious

M \_ \_ phy

f \_ \_ m

n \_ \_ se

p \_ \_ pose

p \_ \_ ple

p \_ \_ suit

p \_ \_ sue

p \_ \_ se

m \_ \_ ror

t \_ \_ bulence

t \_ \_ ban

t \_ \_ bine

s \_ \_ ge

s \_ \_ gery

s \_ \_ geon

th \_ \_ d

b \_ \_ d

b \_ \_ th

spl \_ \_ ge

\_ \_ ge

\_ \_ gent

g \_ \_ gle

b \_ \_ ble

m \_ \_ mur

c \_ \_ tail

res \_ \_ rection

inj \_ \_ y

g \_ \_ th

m \_ \_ acle

s \_ \_ face

s \_ \_ plus

s \_ \_ round

s \_ \_ rounded

**Lesson 39:** Do we spell with an “e” as in “kernel” or with an “a” as in “trivial”?

**Rule** • The schwa sound of “a” in “al” as in “historical” occurs in a countless number of words, especially in adjectives that end with “cal.” However, it is sometimes spelled with “ial,” especially after an “r” as in “memorial.” Moreover, the “a” as “banal” often occurs in words that have negative connotations. • The “el” as in “bagel,” the “ol” as in “idol,” and the “ul” as in “regular” occur in a limited number of useful words—and the “ul” is mainly in the middle of words as in “turbulence.”

**al in cal**

typ·i·cal	crit·i·cal	chem·i·cal	clin·i·cal
log·i·cal	il·log·i·cal	bi·o·log·i·cal	chron·o·log·i·cal
tech·ni·cal	me·chan·i·cal	prac·ti·cal	vo·cal
fis·cal	ver·ti·cal	phi·los·o·phi·cal	his·tor·i·cal

**al in most words**

lib·er·al	lit·er·al	cer·e·bral	min·er·al
sev·er·al	ru·ral	an·i·mal	mam·mal
for·mal	sig·nal	per·son·al	e·mo·tion·al
fi·nal	cen·ten·ni·al	na·sal	re·hears·al
re·ver·sal	re·fus·al	men·tal	sen·ti·men·tal
fun·da·men·tal	mor·tal	im·mor·tal	cap·i·tal
le·gal	il·leg·al	prin·ci·pal	glob·al
ce·re·al	se·ri·al	e·quiv·a·lent	

**al in ial**

me·mo·ri·al	sec·re·tar·i·al	in·dus·tri·al	bur·i·al
tri·al	pic·to·ri·al	tu·tor·i·al	ma·te·ri·al
im·pe·ri·al	se·ri·al	di·al	di·a·lect
di·a·logue	re·me·di·al	triv·i·al	al·lu·vi·al
fil·i·al	col·lo·qui·al	cen·ten·ni·al	

**al in words with negative connotations**

ba·nal (vulgar)

triv·i·al (of little importance)

fa·tal (terminal)

su·i·ci·dal (desperate)

scan·dal (disgrace)

suf·fer·ance (pain)

as·sis·tant (not superintendent)

ser·vant (low ranking job)

bur·i·al (related to death)

dec·i·mal (very small)

le·thal (deadly)

bru·tal (vicious)

scan·dal·ous (shameful)

re·sis·tance (opposing force)

as·sist·ance (aid)

de·pen·dant (needy)

The “el” as in “bagel,” the “ol” as in “idol,” and the “ul” as in “regular” occur in a limited number of useful words—and the “ul” is mainly in the middle of words as in “turbulence.”

ba·gel

Ma·bel

ker·nel

colo·nel

nick·el

cam·el

chap·el

gos·pel

wea·sel

man·tel

de·ci·bel

cit·a·del

jew·el

du·el

tow·el

vow·el

bow·el

e·nam·el

mar·vel

mar·vel·ous

**ol in a limited number of words**

pis·tol

i·dol

car·ol

pol·lute

pol·lu·tion

po·lyg·a·my

sym·bol

sym·bol·ic

**ul in a limited number of words**

reg·u·lar

an·gu·lar

tri·an·gu·lar

rec·tan·gu·lar

cir·cu·lar

cir·cu·la·tion

joc·u·lar

e·bul·lient

e·bul·lience

con·sul

cap·sule

Read aloud the above 121 words in Lesson 39 and then use **two** copies of page 16 to copy the words that you read.

Fill in the blanks using the endings “al” or “el” or “ol” or “ul”:

typic \_\_

critic \_\_

chemic \_\_

clinic \_\_

logic \_\_

illogic \_\_

chronologic \_\_

technic \_\_

mechanic \_\_

memori \_\_

secretari \_\_

industri \_\_

buri \_\_

tri \_\_

pictori \_\_

bag \_\_

Mab \_\_

kern \_\_

pist \_\_

id \_\_

car \_\_

historic \_\_

glob \_\_

miner \_\_

reg \_\_ ar

ang \_\_ ar

triang \_\_ ar

anim \_\_

mamm \_\_

nas \_\_

p \_\_ lute

p \_\_ ygamy

ban \_\_

rectang \_\_ ar

circ \_\_ ar

circ \_\_ ation

colon \_\_

nick \_\_

cam \_\_

buri \_\_

trivi \_\_

liter \_\_

chap \_\_

gosp \_\_

weas \_\_

joc \_\_ ar

eb \_\_ lient

eb \_\_ lience

leg \_\_

illeg \_\_

fin \_\_

equiv \_\_ ent

tutori \_\_

materi \_\_

sign \_\_

centenni \_\_

caps _ _ e	liber _ _	cerebr _ _	form _ _
decim _ _	cons _ _	brut _ _	mant _ _
decib _ _	citad _ _	person _ _	cere _ _
seri _ _	sentiment _ _	emotion _ _	mort _ _
immort _ _	ment _ _	fundament _ _	di _ _
di _ _ ect	di _ _ogue	imperi _ _	scand _ _
remedi _ _	jew _ _	tow _ _	vow _ _
capit _ _	princip _ _	rehears _ _	revers _ _
refus _ _	sever _ _	enam _ _	marv _ _
marv _ _ ous	colloqui _ _	centenni _ _	scand _ _ ous
fat _ _	termin _ _	leth _ _	suicid _ _

**Lesson 40:** Do we spell with “**ise**” as in “sur**prise**” or with “**ize**” as in “real**ize**”?

**Rule** • Usually, we use “**ise**” as in “sur**prise**” after a non-word as in “surpr→sur**prise**.” The “**ise**” is in approximately **21** American words. • However, we use “**ize**” after a full word that has a meaning and can stand alone as a word as in “real→real**ize**.” Notice that “**ize**” is often preceded by a semivowel. • British English often uses “**ise**” rather than “**ize**.” For instance, British English spells “criticize” as “critic**ise**.”

**ise in 21 words**

tel·e·vise	re·vise	ad·vise	de·vise
im·pro·vise	su·per·vise	com·pro·mise	de·mise
sur·mise	rise	a·rise	sur·prise
en·ter·prise	ex·er·cise	ex·or·cise	fran·chise
en·fran·chise	ad·ver·tise	des·pise	dis·guise
wise			

**ize in 87 words**

final→final·ize	ra·tio·nal·ize	na·tion·al·ize
in·ter·nal·ize	ex·ter·nal·ize	per·son·al·ize
nor·mal·ize	for·mal·ize	gen·er·al·ize
cen·tral·ize	neu·tral·ize	mor·al·ize
cap·i·tal·ize	hos·pi·tal·ize	bru·tal·ize
vi·tal·ize	le·gal·ize	lo·cal·ize
van·dal·ize	glob·al·ize	e·qual·ize
in·di·vid·u·al·ize	tran·quil·ize	spe·cial·ize
so·cial·ize	com·mer·cial·ize	real·ize
ma·te·ri·al·ize	i·de·al·ize	i·dol·ize
sym·bol·ize	u·til·ize	mo·bi·lize
sta·bi·lize	crys·tal·lize	par·a·lyze

an·a·lyze	fa·mil·iar·ize	pop·u·lar·ize
bur·glar·ize	ter·ror·ize	au·thor·ize
mo·tor·ize	char·ac·ter·ize	sum·ma·rize
sum·ma·rized	A·mer·i·can·ize	mod·ern·ize
or·gan·ize	pa·tron·ize	ev·o·lu·tion·ize
col·o·nize	ag·o·nize	scru·ti·nize
im·mu·nize	rec·og·nize	hu·man·ize
de·hu·man·ize	cus·tom·ized	le·git·i·mize
a·nat·o·mize	stan·dard·ize	sub·si·dize
jeop·ard·ize	san·i·tize	pri·or·i·tize

**hard C becomes soft C**

critic→crit·i·cize

politic→po·lit·i·cize

public→pub·li·cize

fanatic→fan·ta·cize

analytic→an·a·lyz·ing

mechanic→mech·a·nize

stigmatic→stig·ma·tize

romantic→ro·man·ti·cize

italic→i·tal·i·cize

synthetic→syn·the·size

analytic→an·a·lyze

economic→e·con·o·mize

dramatic→dram·a·tize

apologetic→a·pol·o·gize

Read aloud the above 137 words in Lesson 40 and then use **two** copies of page 16 to copy the words that you read.

Fill in the blanks using the endings “ise” or “ize”:

telev _ _ _	rev _ _ _	adv _ _ _	superv _ _ _
improv _ _ _	fanatic _ _ _	franch _ _ _	enfranch _ _ _
advert _ _ _	final _ _ _	normal _ _ _	dev _ _ _
organ _ _ _	hospital _ _ _	legal _ _ _	real _ _ _
critic _ _ _	util _ _ _	material _ _ _	politic _ _ _
comprom _ _ _	dem _ _ _	surm _ _ _	italic _ _ _
public _ _ _	ideal _ _ _	mobil _ _ _	stabil _ _ _
familiar _ _ _	modern _ _ _	r _ _ _	ar _ _ _
surpr _ _ _	enterpr _ _ _	scrutin _ _ _	immun _ _ _
recogn _ _ _	dehuman _ _ _	disgu _ _ _	custom _ _ _
legitim _ _ _	subsid _ _ _	jeopard _ _ _	sanit _ _ _
priorit _ _ _	exerc _ _ _	dramat _ _ _	desp _ _ _
stigmat _ _ _	apolog _ _ _	w _ _ _	global _ _ _
special _ _ _ d	central _ _ _ d	neutral _ _ _ d	real _ _ _ d
real _ _ _ s	social _ _ _ d	social _ _ _ s	equal _ _ _ r
critic _ _ _ d	critic _ _ _ s	politic _ _ _ s	politic _ _ _ d
fantas _ _ _ d	dramat _ _ _ d	dramat _ _ _ s	apolog _ _ _ d


**Lesson 41:** Do we spell with “**ion**” as in “onion” or “**ian**” as in “Indian”?

**Rule** Use “**ian**” as in “**Indian**” to describe people, and “**ion**” as in “**onion**” to name things (nouns) other than people. A few words end with “**ean**” as in “**European**” and a few others end with an “**an**” as in “**Cuban**.”

**ian** describes people’s nationalities and other adjectives that describe people

Romanian	Tanzanian	Panamanian
Iranian	Jordanian	Ukrainian
Armenian	Kenyan	Palestinian
Babylonian	Lithuanian	Mauritanian
Macedonian	Caledonian	Devonian
Sumerian	Siberian	Algerian
Salvadorian	Ecuadorian	Austrian
Hungarian	Syrian	Assyrian
Sumerian	Victorian	Barbarian
Canadian	Trinidadian	Indian
Cambodian	Chadian	Acadian
Chaldian	Arabian	Serbian
Libyan		
Australian	Italian	Brazilian
Bolivian	Yugoslavian	Peruvian
Philadelphian	Mesopotamian	Slovakian
Norwegian	Haitian	Hawaiian

Malaysian	Bohemian	Croatian
Tunisian	Russian	Persian
sectarian	pedestrian	praetorian
librarian	historian	vegetarian
Freudian	guardian	custodian
quotidian	comedian	civilian
European	Caribbean	Korean
Eritrean	Zimbabwean	
Cuban	African	American
Moroccan	Mexican	Jamaican
Alaskan	Nicaraguan	

**ion makes nouns, not people**

on·ion	o·pin·ion	un·ion
re·un·ion	com·mun·ion	do·min·ion
me·dal·lion	bat·tal·ion	ac·cor·di·on
scor·pi·on	re·bel·lion	stal·lion
cham·pi·on	o·bliv·i·on	cri·te·ri·on

Read aloud the above 94 words in Lesson 41 and then use **two** copies of page 16 to copy the words that you read.

Fill in the blanks using the endings “ion” or “ian” or “ean” or “an”:

on \_ \_ \_

Ind \_ \_ \_

Americ \_ \_ \_

Europ \_ \_ \_

comed \_ \_ \_

un \_ \_ \_

reun \_ \_ \_

Tanzan \_ \_ \_

Mauritan \_ \_ \_

Cub \_ \_ \_

Afric \_ \_ \_

Iran \_ \_ \_

opin \_ \_ \_

Romanian \_ \_ \_

dominion \_ \_ \_

Armin \_ \_ \_

Siber \_ \_ \_

Austral \_ \_ \_

Mexic \_ \_ \_

medall \_ \_ \_

sectar \_ \_ \_

Sumerian \_ \_ \_

Babylon \_ \_ \_

Assyr \_ \_ \_

Canad \_ \_ \_

Cambod \_ \_ \_

Kor \_ \_ \_

Jamaic \_ \_ \_

commun \_ \_ \_

Ital \_ \_ \_

Arab \_ \_ \_

librar \_ \_ \_

battal \_ \_ \_

histor \_ \_ \_

rebell \_ \_ \_

Brazil \_ \_ \_

Morocc \_ \_ \_

pedestr \_ \_ \_

Caribb \_ \_ \_

champ \_ \_ \_

Siber \_ \_ \_

Serb \_ \_ \_

Eritr \_ \_ \_

scorp \_ \_ \_

Hungar \_ \_ \_

Hawai \_ \_ \_

Yugoslav \_ \_ \_

criter \_ \_ \_

accord \_ \_ \_

Alger \_ \_ \_

Peruv \_ \_ \_

Russ \_ \_ \_

obliv \_ \_ \_

Boliv \_ \_ \_

vegetar \_ \_ \_

Mesopotam \_ \_ \_

Victor \_ \_ \_

Tunis \_ \_ \_

guard \_ \_ \_

Freud \_ \_ \_

Alask \_ \_ \_

comed \_ \_ \_

Croat \_ \_ \_

Nicaragu \_ \_ \_

Bohem \_ \_ \_

custod \_ \_ \_

Zimbabw \_ \_ \_

civil \_ \_ \_

Philadelph \_ \_ \_

**Lesson 42:** Do we spell with “**cious**” as in “**delicious**” or “**tious**” as in “**ambitious**”?

**Rule** • Spell with “**cious**” in approximately **19** words, and notice that the “**x**” as in “**anx·cious**” sounds and acts like “**kc**.” • Spell with “**tious**” in approximately **11** words, most of which are originated from words that end in “**tion**” like **ambition**→**ambitious**. • Notice that because the “**ci**” as in “**delicious**” and the “**ti**” as in “**ambitious**” have the sound of “**sh**,” the “**i**” in “**ci**” and in “**ti**” is no longer a vowel.

**cious in 19 words**

de·li· <b>cious</b>	sus·pi· <b>cious</b>	fe·ro· <b>cious</b>
fal·la· <b>cious</b>	gra· <b>cious</b>	spa· <b>cious</b>
pre· <b>cious</b>	vi· <b>cious</b>	lus· <b>cious</b>
con·scious	con·scious·ly	e·da· <b>cious</b>
au·da· <b>cious</b>	mor·da· <b>cious</b>	bo·da· <b>cious</b>
per·ni· <b>cious</b>	pre·co· <b>cious</b>	ju·di· <b>cious</b>
a·tro· <b>cious</b>	anx· <b>ious</b>	ob·nox· <b>ious</b>
nox· <b>ious</b>		

**tious in 11 words**

ambition→am·bi· <b>tious</b>	superstition→su·per·sti· <b>tious</b>
faction→fac· <b>tious</b>	fiction→fic·ti· <b>tious</b>
infection→in·fec· <b>tious</b>	caution→cau· <b>tious</b>
precaution→pre·cau· <b>tious</b>	pretension→pre·ten· <b>tious</b>
un·pre·ten· <b>tious</b>	face· <b>tious</b>
con·scien· <b>tious</b>	

Read aloud the above 41 words in Lesson 42 and then use **one** copy of page 16 to copy the words that you read.

Fill in the blanks using the endings “cious” or “tious” or “ious”:

deli \_\_\_\_\_

ambi \_\_\_\_\_

anx \_\_\_\_\_

suspi \_\_\_\_\_

supersti \_\_\_\_\_

ficti \_\_\_\_\_

obnox \_\_\_\_\_

spa \_\_\_\_\_

fero \_\_\_\_\_

infec \_\_\_\_\_

vi \_\_\_\_\_

cau \_\_\_\_\_

gra \_\_\_\_\_

precau \_\_\_\_\_

preco \_\_\_\_\_

cons \_\_\_\_\_

preten \_\_\_\_\_

fac \_\_\_\_\_

conscien \_\_\_\_\_

falla \_\_\_\_\_

face \_\_\_\_\_

pre \_\_\_\_\_

unpreten \_\_\_\_\_

judi \_\_\_\_\_

**Lesson 43:** Together “o” and “u” as in “humorous” sound like a schwa ə sound.

**Rule** Together “o” and “u” as in “humorous” become one unit and that unit sounds like a schwa ə, and the ending “ous” means “full of.” For instance, “humorous” means “full of humor.” The silent “e” or “i” after the “g” as in “gor·geous” and as in “con·ta·giou·s” is to keep the “g” soft.

**ous in 54 words**

hu·mor·ous	num·er·ous	gen·er·ous
dan·ger·ous	pros·per·ous	trai·tor·ous
mon·stros·us	mur·der·ous	won·drous
glam·or·ous	rig·or·ous	fa·mous
e·nor·mous	am·big·u·ous	con·spic·u·ous
in·con·gru·ous	con·tin·u·ous	con·tin·u·ous·ly
mir·a·cu·lous	mar·vel·ous	fab·u·lous
scan·dal·ous	scru·pu·lous	jeal·ous
ri·dic·u·lous	tre·men·dous	hor·ren·dous
haz·ar·dous	joy·ous	cu·ri·ous
fu·ri·ous	var·i·ous	se·ri·ous
se·ri·ous·ly	vic·to·ri·ous	lux·u·ri·ous
en·vi·ous	pre·vi·ous	te·di·ous
fas·tid·i·ous	cer·e·mo·ni·ous	cer·e·mo·ni·ous·ly
moun·tain·ous	si·mul·ta·ne·ous	mis·cel·la·ne·ous
con·tem·po·ra·ne·ous	cour·te·ous	hid·e·ous
gor·geous	cou·ra·geous	out·ra·geous
right·eous	right·eous·ly	con·ta·giou·s

Read aloud the above 54 words in Lesson 43 and then use **one** copy of page 16 to copy the words that you read.

**Lesson 44:** Do we spell with “eed” as in “succeed” or with “ede” as in “recede”?

**Rule** Compare the negative connotation in “discrete” that means “isolated” with “discreet” that means “tactful.” Also, compare meanings of the ending “ceed” with “cede.” The ending “eed” implies going upward and “cede” implies going downward, or giving something up, or it may have some sort of a negative connotation.

**eed ↑**

suc·ceed

ex·ceed

pro·ceed

**ede ↓**

pre·cede

re·cede

in·ter·cede

ac·cede

se·cede

con·cede

cede

stam·pede

im·pede

**sede**

su·per·sede

Read aloud the above 13 words in Lesson 17 and then copy them; use **one** copy of page 16.

Fill in the blanks using the endings “ede” or “eed”:

prec \_\_\_ succ \_\_\_ rec \_\_\_ imp \_\_\_

supers \_\_\_ interc \_\_\_ acc \_\_\_ ex \_\_\_

conc \_\_\_ stamp \_\_\_ sec \_\_\_ c \_\_\_

**Lesson 45:** Do we spell with “ey” as in “monkey” or with “y” as in “lucky”?

**Rule** The “**ey**” occurs only in **nouns** and only after “**k**” as in “**monkey**,” after “**l**” as in “**valley**,” and after one “**n**” as in “**money**.” Additionally, the “**ey**” is in a limited number of words, approximately **41** nouns, and **16** of these nouns are common names like “**Rodney**.”

**Details**

- Except for the **41** nouns spelled with “**ey**,” we spell the rest of such words with a “**y**” as in “luck→luck **y**.” Specifically, we spell with a “**y**” in adjectives as in “**lucky**,” in verbs as in “**carry**,” in adverbs as in “**slowly**,” and in the rest of the nouns as in “**city**.”
- Compare “**alley**” with “**ally**.” Those who developed written English may have created this “**ey**” pattern just to tell apart two words like “**alley**” and “**ally**,” and once the pattern was created, it ended up being used in a few more words.

**ey in 40 specific nouns after k, l, n**

key	mon·key	don·key
tur·key	Tur·key	whis·key
hock·ey	jock·ey	ma·lar·key
Mick·ey	Ric·key	Star·key
val·ley	al·ley	vol·ley·ball
pars·ley	bar·ley	trol·ley
Kel·ley	Hen·ley	Shir·ley
Stan·ley	Bai·ley	Char·ley
gal·ley	pais·ley	
mon·ey	hon·ey	kid·ney
jour·ney	at·tor·ney	chim·ney
jit·ney	Rod·ney	Dis·ney
Court·ney	cock·ney	Sid·ney
Whit·ney	Brit·ney	[od·ys·sey]



More detailed practice lessons of the above rule can be found in *The Vowel E book*.

**y in adjectives**

luck·y	bus·y	fan·cy
heav·y	wind·y	storm·y
cloud·y	rain·y	stuff·y
risk·y	scar·y	greed·y
fuss·y	boss·y	fun·ny
hap·py	mer·ry	ug·ly

**y in adverbs**

luck·i·ly	hap·pi·ly	bus·i·ly
heav·i·ly	craz·i·ly	dai·ly
week·ly	year·ly	late·ly
glad·ly	tru·ly	pri·vate·ly
in·ten·sive·ly	wise·ly	in·cred·ib·ly
simp·ly	con·tin·u·ous·ly	care·ful·ly
real·ly	cri·ti·cal·ly	grad·u·al·ly

**y in a few verbs**

car·ry	mar·ry	hur·ry
bur·y	emp·ty	

**y in other nouns**

cit·y	gal·ler·y	Bobby
Rudy	Jaime	Jeremy
Tammy	Jerry	Garry

**y after nn**

Johnny	Benny	Denny
--------	-------	-------

 Read aloud the 157 above words in Lesson 45 and then copy them; use **two** copies of page 16.

Fill in the blanks using the endings “ey” or “y”:

monk \_\_

luck \_\_

donk \_\_

turk \_\_

happ \_\_

k \_\_

bus \_\_

whisk \_\_

hock \_\_

stock \_\_

jock \_\_

Mick \_\_

vall \_\_

voll \_\_ ball

all \_\_

gladl \_\_

simpl \_\_

parsl \_\_

trul \_\_

barl \_\_

reall \_\_

troll \_\_

mon \_\_

hon \_\_

Denn \_\_

kidn \_\_

funn \_\_

attorn \_\_

journ \_\_

chimn \_\_

Disn \_\_

rain \_\_

fanc \_\_

cit \_\_

hurr \_\_

Whitn \_\_

empt \_\_

Jimm \_\_

risk \_\_

Sidn \_\_

harmon \_\_

odyss \_\_

Johnn \_\_

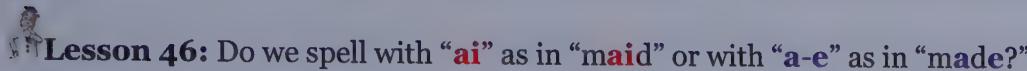
Benn \_\_

nann \_\_

carr \_\_

marr \_\_

burr \_\_



## Lesson 46: Do we spell with “ai” as in “maid” or with “a-e” as in “made?”

### Theory

1. English likes verbs, then nouns, and then adjectives.
2. English favors the “a-e” pattern over the “ai” pattern.

Therefore, in words that sound the same, English usually favors using “a-e” in verbs as in “made” and “ai” in nouns as in “maid.” Moreover, in words that sound the same, English usually favors using “a-e” in nouns as in “plane” and “ai” in adjectives as in “plain.” Furthermore, if any of these words can be both a verb and a noun too, it most likely is spelled with an “ai.” For example, “mail” can be both a verb and a noun, and it is spelled with an “ai.”

Compare the “ai” pattern with the “a-e” pattern in these homonyms:

made, maid	stare, stair	pare, pair	bate, bait
waste, waist	plane, plain	pane, pain	pale, pail
male, mail	sale, sail	tale, tail	fare, fair
wave, waive		waste, waist	

verbs	<u>nouns</u>	<u>nouns</u>	<u>adjectives</u>
made	maid		
stare	stair		
pare	pair		
bate	bait		
waste	waist		
plane	plain	plain	plain
*mail	male	mail	
*sail	sale	sail	
*tail	tale	tail	
pale	pail		pale
fare	fare	fair	fair
wave	wave		
waive			
waste	waste		
	waist		

\*If any of the above words can be both a verb and a noun too, it is spelled with an “ai.” For example, “mail, sail, and tail can be both verbs and a noun, and they are spelled with an “ai.”

In *Learn to Spell 500 Words a Day*, there are helpful sentences taken from two stories like this: *Elaine eats plain yogurt; Jake has an airplane. Elaine has a maid; Jake made the cake, etc.*

**Lesson 47:** Spell with an “ei,” not an “ie” after “c” as in “receive.”

**Rule** Memorize this phrase → “i” before “e” except after “c” as in “receive.” If you hear yourself saying the long ē sound in the middle of words, but the spelling is not “ee” or “ea,” then the sound of long ē is most likely spelled with “ie” as in “thief” or with “ei” as in “re·ceive.” Do not spell with “ie” after “c” because a “ci” can have the sound of “sh” as it does in “species.”

**Details**

**ē protein** The words that follow this famous yet trivial rule are approximately nine words. Only nine known words as in “re·ceive” are spelled with “cei” and eight others as in “protein” are not after “c.” Traditionally, whenever the phrase “spelling rules” is mentioned, traditional educators refer to this “i” before “e” rule and sometimes they refer to five or six other spelling rules.

**ei→ē** In addition to the famous “ei” after “c” rule, the “ei,” as in “re·ceive” follows the rule of “when two vowels are walking, the first one does the talking.” You may apply the rule of two vowels walking to the “ei” words. As in “receive,” when “e” and “i” are next to each other walking, the ē does the talking by being loud and long and the “i” is silent.

**cei**

ceil·ing

re·ceipt

re·ceive

de·ceive

per·ceive

con·ceive

con·ceit

de·ceit

**ei**

seize

sei·zure

lei·sure

caf·feine

pro·tein

sheik

weird

Keith

Copy these words:

receive

receipt

deceive

conceit

conceited

deceit

ceiling

seize

seizure

leisure

caffeine

protein

sheik

weird

Keith

seizure


**Lesson 48:** Why do we need silent letters like the silent “*u*” in “*guess*”?

**Rule** The silent “*u*” in “*guess*” is there to keep the “*g*” hard. Imagine “*guess*” without the silent “*u*,” and how the “*g*” would end up being soft. Like the silent “*u*” in “*guess*” most silent letters have useful functions. One might ask why do we spell “*guard*” with a silent “*u*” and the answer is that once the “*gu*” pattern was created, more words ended up being spelled with it. Notice that the silent “*u*” must be followed by a vowel because it no longer is a vowel and it no longer has any sound.

g <u>uest</u>	g <u>ue</u> ss	g <u>ui</u> tar
g <u>ui</u> ld	g <u>ui</u> lt	g <u>ui</u> n·ea pig
dis·g <u>ui</u> se	g <u>ui</u> de	g <u>ui</u> d·ance
g <u>ui</u> de·li <u>ne</u> s	mis·g <u>ui</u> de	g <u>ui</u> le
be·g <u>ui</u> le	g <u>uy</u>	g <u>uy</u> s
b <u>uy</u>	vag <u>ue</u>	vog <u>ue</u>
leag <u>ue</u>	col·leag <u>ue</u>	in·trig <u>ue</u>
fa·tig <u>ue</u>	tong <u>ue</u>	plag <u>ue</u>
di·a·log <u>ue</u>	mon·o·log <u>ue</u>	ep·i·log <u>ue</u>
pro·log <u>ue</u>	cat·a·log <u>ue</u>	g <u>uer</u> ·ril·la
[g <u>ua</u> rd]	g <u>ua</u> rd·i·an	g <u>ua</u> ran·tee]

 Read aloud all the above 33 words in Lesson 48 and then copy them; use **one** copy of page 16.

**Lesson 49:** When to add “es” as in “class→classes” or an “s” as in “book→books”?

**Rule** As in “books” and as in “plays,” we add an “s,” not an “es” to most words. However and as in “brushes,” we spell with “es” instead of an “s” after **sh**, **ch**, **x**, **z**, **s**, **ss**, and sometimes after the vowel “o.”

**Details** Note that the “es” as in “classes” and the “s” as in “books” do not have the same sound. However, many especially nonnative English speakers need this rule to tell the difference between the two.

**sh+es**

rush→brush·es	crash→crash·es	rush→rush·es
smash→smash·es	wish→wish·es	ash→ash·es
un·leash→un·leash·es	wash→wash·es	dish→dish·es

**ch+es**

lunch→lunch·es	inch→inch·es	bench→bench·es
clutch→clutch·es	match→match·es	couch→couch·es
beach→beach·es	teach→teach·es	reach→reach·es
scratch→scratch·es	roach→roach·es	branch→branch·es

**x+es**

box→box·es	fox→fox·es	tax→tax·es
fax→fax·es	ax→ax·es	flux→flux·es
fix→fix·es	pre·fix→pre·fix·es	suf·fix→suf·fix·es
af·fix→af·fix·es		

**z+es**

fizz→fizz·es	buzz→buzz·es	quiz→quiz·zes
whiz→whizzes		

**ss+es**

gas→gas·es	bus→bus·es	mass→mass·es
------------	------------	--------------

pass→pass·es

kiss→kiss·es

miss→miss·es

guess→guess·es

cross→cross·es

boss→boss·es

toss→toss·es

floss→floss·es

loss→loss·es

gloss→gloss·es

class→class·es

glass→glass·es

fuss→fuss·es

mess→mess·es

bless→bless·es

con·fess→con·fess·es

dress→dress·es

ad·dress→ad·dress·es

im·press→im·press·es

press→press·es

ex·press→ex·press·es

de·press→de·press·es

re·gress→re·gress·es

prog·ress→prog·ress·es

ca·ress→ca·ress·es

stress→stress·es

sup·press→sup·press·es

wait·ress→wait·ress·es

ac·tress→ac·tress·es

mat·tress→mat·tress·es

ac·cess→ac·cess·es

ex·cess→ex·cess·es

suc·cess→suc·cess·es

re·cess→re·cess·es

pro·cess→pro·cess·es

as·sess→as·sess·es

pos·sess→pos·sess·es

ob·sess→ob·sess·es

ha·rass→ha·rass·es

**o+es**

po·ta·to→po·ta·toes

to·ma·to→to·ma·toes

he·ro→he·roes

go→goes

mos·qui·to→mos·qui·toes

do→does

**i+es**

try→tries

cry→cries

dry→dries

fly→flies

justify→justifies

marry→marries

carry→carries

bury→buries

berry→berries

Read aloud the above 184 words in Lesson 49 and then copy them; use **three** copies of page 16.

**Lesson 50:** Do we spell with an “i” as in “crisis” or with an “e” as in “crises”?

**Rule** Spell with an “i” in singulars as in “crisis,” and spell with an “e” in plurals as in “crises.” Just think of the shape of the letter **I** and how it resembles the number **1** and the fact that the number **1** is singular. Notice that the “i” as in “crisis” and the “e” as in “crises” do not have the same sound.

<u>singulars</u>	<u>plurals</u>	<u>singulars</u>	<u>plurals</u>
crisis	crises	thesis	theses
basis	bases	hypothesis	hypotheses
emphasis	emphases	synthesis	syntheses
analysis	analyses	synopsis	synopses
paralysis	paralyses	prognosis	prognoses
diagnosis	diagnoses	metamorphosis	metamorphoses

Read the above 24 words aloud as many times as needed until you memorize their spelling.

Copy these words:

crisis	crises	basis	bases
emphasis	emphases	analysis	analyses
synthesis	syntheses	synopsis	synopses
thesis	theses	hypothesis	hypotheses
hypnoses	prognosis	diagnosis	diagnoses
paralysis	paralyses	metamorphosis	metamorphoses

## 11

## Lessons 51-55

 Lesson 51: About French words like “ballet” and “dinette”

**Rule** As in “ballet,” the “t” is silent at the end of a few words that are derived from French; but it is not silent in English words as in **cadet**, **duet**, and **ballot**. However, in French words like “**dinette**,” the “t” is doubled. Perhaps the “t” was doubled in the “ette” pattern to assert that it will be pronounced and not silent like the single “t” in “ballet.”

**Details**

As in “chalet,” the final “t” is silent in approximately **nine** words that are French in origin.

As in “dinette,” a limited number of words derived from French, approximately **24** words, end with “ette.” Notice that the meaning of a words like “dinette” means “a small dining area.”

**final silent *t* in nine words derived from French**

bal·let	val·et	cha·let
buf·fet	bou·quet	Chev·ro·let
cor·set	es·prit	de·pot

**final ette in 24 words derived from French**

di·nette	stat·u·ette	quar·tette
bur·ette	bru·nette	rou·lette
cor·vette	pal·ette	suz·ette
ro·sette	lun·ette	lorg·nette
cur·ette	lay·ette	ser·vi·ette
co·quette	ep·au·lette	ou·bli·ette
Brid·gette	Sub·lette	Clau·dette
Paul·ette	Ber·na·dette	O·dette
Col·ette	Rol·ette	

 Read aloud the above 23 words in lesson 51 and then copy each word only after looking at it and seeing the way it is spelled. You may make **one** copy of page 16 to copy the above words.



## Lesson 52: Words with unique spelling patterns: **Mc**Neil, **pa**tient, **com**plexions

1. These are examples of some family names that begin with “**Mc** + a capital letter”:

<b>Mc</b> Donald	<b>Mc</b> Daniel	<b>Mc</b> Graw	<b>Mc</b> Guire
<b>Mc</b> Millan	<b>Mc</b> Neil	<b>Mc</b> Gee	<b>Mc</b> Kee
<b>Mc</b> Cabe	<b>Mc</b> Zee	<b>Mc</b> Lean	<b>Mc</b> Lain
<b>Mc</b> Queen	<b>Mc</b> Crea	<b>Mc</b> Broom	<b>Mc</b> Kay
<b>Mc</b> Cook	<b>Mc</b> Cool	<b>Mc</b> Coy	<b>Mc</b> Iver

2. The following words have unique spelling patterns:

an· <b>c</b> ient	pa· <b>t</b> ient	tran· <b>s</b> ient	as·so· <b>ci</b> ·ate
sus·pi· <b>c</b> ion	o· <b>c</b> ean	Per· <b>s</b> ian	E·gyp· <b>t</b> ian
li·ai· <b>s</b> on	con·tro·ver· <b>s</b> ial	su·per· <b>s</b> ede	sol· <b>d</b> ier
nick· <b>e</b> l	la· <b>b</b> el	ba· <b>g</b> el	an· <b>g</b> el
ker· <b>ne</b> l	colo· <b>n</b> el	pis· <b>tol</b>	i· <b>d</b> ol
car· <b>ol</b>	soc· <b>c</b> er	ac· <b>c</b> ede	ac· <b>cep</b> t
ra· <b>tio</b>	am·ne· <b>sia</b>	A· <b>sia</b>	des· <b>s</b> ert
dis· <b>se</b> ct	ha· <b>rass</b>	ha· <b>rass</b> ·ment	Iraq
fa· <b>çade</b>	ba· <b>zaar</b>	bi· <b>zarre</b>	

3. The “c” or “s” comes out of the “x” to the next syllable in these uniquely spelled words:

com·plex·ion      anx·i·e·ty      anx·ious      ob·nox·ious

ex·er·cise

Notice that “excited” is spelled with a “c” after the “x” to tell it apart from “exited.”

 Read aloud the above 54 words in lesson 52 and then copy each word only after looking at it and seeing the way it is spelled. You may make **one** copy of page 16 to copy the above words.



## Lesson 53: Acronyms and abbreviations like “Ph.D.”

**Rules** Some words are abbreviated because they are too long and their use is frequent. For instance, “DNA” is short for “deoxyribonucleic acid,” the acid that carries genetic information. In the past, a word was abbreviated by placing a dot at the end of its first initial. However, the rule has changed—words are now abbreviated without dots. The first letter of each word in a phrase is usually capitalized as in UFO that stands for (unidentified flying objects). The first two letters of a state are now capitalized. For instance, “Ca.” used to be the abbreviation for “California” and now it is “CA” without the dot. Also, “p.m.” is now “PM.” Some of the old abbreviations changed and a few were kept the same. For instance, the “v.” for “verb” remained the same. One needs to pay attention to some of these changes while reading any written material.

examples of abbreviations

v. (verb) | adv. (adverb) | n. (noun) | adj. (adjective) | etc. or Etc. (etcetera)

U.S.A. or USA (United States of America) | U.N. or UN (United Nations)

UFO (unidentified flying objects)

CA (California) | NY (New York) | WA (Washington)

Washington DC (District of Colombia)

AM or a.m. (before midnight) | PM or p.m. (past midnight)

Mr. (Mister for a man)

Mrs. (Misses for a married woman)

Ms. (for any woman)

Miss (unmarried woman)

Ph.D. or PhD (Doctorate in Philosophy)

BA (Bachelor in Art; four-year degree)

B.Sc. or BSc (Bachelor of Science; four-year degree)

AA (Associates in Art; two-year degree in social studies)

AS (Associates in Science; two-year degree in science or business)

Normally, we do not use both dots and capital letters. However, “U.S.A.” and “U.N.” are exceptions. Most other words are abbreviated by simply capitalizing their initial letters.



## Lesson 54: Use an apostrophe (') to replace something omitted

**Rule** Spell with an apostrophe (') to replace something omitted as in: I'm, he's, she's, it's, we're, they're, isn't, aren't, weren't, and wasn't. There is no apostrophe (') in the following words because nothing is omitted: our house, their house, her house, his house, its house, my house, and your house.

**verb to be: are**  
they are = they're

**they're** children

**they're** good children

**possessive: ownership**  
**their**

**their** house is far

playing in **their** room

**location: over there**  
**there**

**there** they are

over **there**

- **They are** = **they're** good children, and **they're** playing over **there**, in **their** room.
- **They are** = **they're** children, and **their** house is far.
- **They are** = **they're** good children; **there** is **their** house.
- **Their** house is small, and so is **their** kitchen.
- **There are** people over **there**, and **there** is one person over here.
- **They are** children, and **they're** playing over **there**.

### Compare: **their**, **there**, **they're**

An apostrophe (') here is only to replace what is omitted:

- **They are** → **they're** good children, and **they're** playing over **there**, in **their** room.
- There is the word "**here**" inside of the words "**where**" and "**there**" and that should help you remember that "**there**" is for places.
- **Where** is it? **There** it is. It is over **here**.
- It is over **there**, and **there** is one **here** too.
- **They are** – a = they re → **they're** children, and **their** house is far.
- **They are** → **they're** good children, **there** is **their** house.
- **Their** house is small, and so is **their** kitchen.
- **They are** → **they're** children, and **they're** playing over **there**.
- They are the **heirs** and the house is **their** house.
- There is an "**eir**" in **heir** and in **their** and both indicate ownerships.

## Compare it's with its

**it's** We may write (**It's** a nice house) or (**It is** a nice house), and “**it's**” is short for “**it is**.”

**its** We may write (the car's door or **its** door); the possessive form has no apostrophe because we are not omitting anything.

 Read the above lesson to learn when to use an apostrophe and when not to use it.

 Copy these words after you take a good look at each word and do not look away from it until you become certain that you can spell it:

our house      their house      her house      his house

its house

my house

your house

over there

over here

I'm here

he's here

she's here

it's here

we're here

they're here

it isn't

we aren't

she wasn't

they're kids

their house is far

there they are

they're good

in their room

over there

It's a nice house. It is a nice house. it's = it is

the car's door

its door

the book's title

its title

its color

its size

its weight

its length

its shape


**Lesson 55:** An introduction to the compound and hyphenated words

**Compound Words**

A compound word is one word composed of two or more other words, as in “textbook” and as in “nowadays.” Read these examples of a few of the compound words:

<b>cannot</b>	<b>borderline</b>	<b>however</b>
<b>anyone</b>	<b>anything</b>	<b>anybody</b>
<b>everyone</b>	<b>everything</b>	<b>everybody</b>
<b>everywhere</b>	<b>everyman</b>	<b>everyday</b>
<b>everywoman</b>	<b>everyplace</b>	<b>somebody</b>
<b>someday</b>	<b>somewhat</b>	<b>someone</b>
<b>someplace</b>	<b>something</b>	<b>sometimes</b>
<b>someway</b>	<b>somewhat</b>	<b>somewhere</b>
<b>whereas</b>	<b>whereby</b>	<b>wherein</b>
<b>whenever</b>	<b>whichever</b>	<b>whatever</b>
<b>yourself</b>	<b>myself</b>	<b>herself</b>
<b>himself</b>	<b>itself</b>	<b>throughout</b>
<b>breakthrough</b>	<b>keyboard</b>	<b>laptop</b>
<b>software</b>	<b>logon</b>	<b>download</b>
<b>upload</b>	<b>goodbye</b>	<b>hereby</b>
<b>fingerprint</b>	<b>fireplace</b>	<b>freeway</b>
<b>afternoon</b>	<b>airplane</b>	<b>artwork</b>
<b>backward</b>	<b>businessman</b>	<b>birthday</b>
<b>brainwash</b>	<b>nowadays</b>	<b>guidelines</b>


 Read all the above words aloud as many times as needed until you memorize their spelling.

### Hyphenated Words

A hyphenated word is one word made of the two or more words separated by a hyphen between them, as in “**self-esteem**” and as in “**step-by-step**.” Usually, a noun follows a hyphenated word, as in “**down-to-earth person**” and as in “**first-class service**.”

<b>all-out</b>	<b>all-right</b>	<b>double-click</b>
<b>attorney-at-law</b>	<b>carry-on</b>	<b>carry-out</b>
<b>back-and-forth</b>	<b>back-to-back</b>	<b>down-the-line</b>
<b>down-to-earth</b>	<b>day-to-day</b>	<b>drive-by</b>
<b>drive-in</b>	<b>bumper-to-bumper</b>	<b>door-to-door</b>
<b>empty-handed</b>	<b>far-off</b>	<b>first-class</b>
<b>free-for-all</b>	<b>four-eyed</b>	<b>full-time</b>
<b>part-time</b>	<b>follow-up</b>	<b>face-to-face</b>
<b>fund-raiser</b>	<b>fill-in</b>	<b>hands-on</b>
<b>high-class</b>	<b>hit-and-run</b>	<b>how-to</b>
<b>hang-up</b>	<b>have-not</b>	<b>half-gallon</b>
<b>ill-natured</b>	<b>father-in-law</b>	<b>in-law</b>
<b>know-how</b>	<b>know-it-all</b>	<b>king-sized</b>
<b>letter-size</b>	<b>low-keyed</b>	<b>like-minded</b>
<b>off-limits</b>	<b>off-camera</b>	<b>one-man-band</b>
<b>out-of-order</b>	<b>over-the-counter</b>	<b>paid-up</b>
<b>pay-off</b>	<b>push-up</b>	<b>quick-tempered</b>
<b>left-handed</b>	<b>right-wing</b>	<b>role-play</b>
<b>run-down</b>	<b>round-table</b>	<b>second-degree</b>
<b>self-help</b>	<b>short-term</b>	<b>simple-minded</b>
<b>top-of-the-range</b>	<b>top-notch</b>	<b>user-friendly</b>

 Read all the above words aloud as many times as needed until you memorize their spelling.

### Hyphenated Numbers

Numbers between 21 and 99 are hyphenated, as in **twenty-one**, **thirty-seven**, **fifty-three**, **sixty-eight**, and all the way to **ninety-nine**. Furthermore, numbers from “one to nine” must be spelled out as in, one boy, two girls, three house, four men, five women, six books, seven trees, eight stars, nine cups. Either 10 boys or ten boys are correct, 11 girls or eleven girls are also correct. Etc.

<b>twenty-one</b>	<b>twenty-two</b>	<b>twenty-three</b>	<b>twenty-four</b>
<b>twenty-five</b>	<b>twenty-six</b>	<b>twenty-seven</b>	<b>twenty-eight</b>
<b>twenty-nine</b>	<b>thirty-one</b>	<b>thirty-two</b>	<b>thirty-three</b>
<b>thirty-four</b>	<b>thirty-five</b>	<b>thirty-six</b>	<b>thirty-seven</b>
<b>thirty-eight</b>	<b>thirty-nine</b>	<b>forty-one</b>	<b>forty-two</b>
<b>forty-three</b>	<b>forty-four</b>	<b>forty-five</b>	<b>forty-six</b>
<b>forty-seven</b>	<b>forty-eight</b>	<b>forty-nine</b>	<b>fifty-one</b>
<b>fifty-two</b>	<b>fifty-three</b>	<b>fifty-four</b>	<b>fifty-five</b>
<b>fifty-six</b>	<b>fifty-seven</b>	<b>fifty-eight</b>	<b>fifty-nine</b>
<b>sixty-one</b>	<b>sixty-two</b>	<b>sixty-three</b>	<b>sixty-four</b>
<b>sixty-five</b>	<b>sixty-six</b>	<b>sixty-seven</b>	<b>sixty-eight</b>
<b>sixty-nine</b>	<b>seventy-one</b>	<b>seventy-two</b>	<b>seventy-three</b>
<b>seventy-four</b>	<b>seventy-five</b>	<b>seventy-six</b>	<b>seventy-seven</b>
<b>seventy-eight</b>	<b>seventy-nine</b>	<b>eighty-one</b>	<b>eighty-two</b>
<b>eighty-three</b>	<b>eighty-four</b>	<b>eighty-five</b>	<b>eighty-six</b>
<b>eighty-seven</b>	<b>eighty-eight</b>	<b>eighty-nine</b>	<b>ninety-one</b>
<b>ninety-two</b>	<b>ninety-three</b>	<b>ninety-four</b>	<b>ninety-five</b>
<b>ninety-six</b>	<b>ninety-seven</b>	<b>ninety-eight</b>	<b>ninety-nine</b>

☞ Copy the above 192 words in lesson 55 after looking at each word and seeing the way it is spelled. You may make **three** copies of page 16 to copy the words you read.



For nearly all the useful compound and hyphenated words, please use *All the Compound & Hyphenated Words* by Camilia Sadik.

**Lesson 56:** The final **ff**, **zz**, **ll**, and **ss** come in doubles after short vowels.

**Rule** The **ff**, **zz**, **ll**, and **ss** come in doubles after a short vowel, especially at the end of small one-syllable words that contain one vowel.

### Details

Notice that the prefix “**dis-**” ends with one “s” as in **disappointed**, **dissatisfied**, and **dislocated**. The prefix “**mis-**” also ends in one “s” as in **misuse**, **misinterpret**, **mistake**, and **misspell**.

staff	staffed	staff·ing	gaff
Jeff	stiff	miff	whiff
sniff	cliff	if·fy	riff·raff
dif·fer	dif·fer·ent	dif·fi·cult	dif·fuse
dif·fi·dent	puff	cuff	hand·cuff
huff	buff	ruff	bluff
stuff	snuff	gruff	muff
ear·muffs	muf·fin	suf·fix	ruf·fle
shuf·fle	scuf·fle	scuf·fled	scuf·fling
jazz	fizz	frizz	quiz
quiz·zes	quizzed	quiz·zing	giz·zards
fuzz	fuzz·y	buzz	buz·zard
puz·zle	puzzled	guz·zle	muz·zle
tell	tell·ing	tell·er	sell
sell·ing	sell·er	cell	cel·lar
spell	spelled	spell·ing	spell·er
shell	smell	smelled	bell

yell	hell	fell	well
jell	ill	hill	pill
bill	dill	till	un·til
skill	skill·ful	spill	sill
sil·ly	fill	Phillip	Bill
Billy	Lilly	syl·la·ble	chill
chill·y	mill	wind·mill	mil·lion
bil·lion	zil·lion	drill	Jill
gill	grill	dull	lull
hull	gull	skull	cull
glass	glass·es	pass	pass·es
passed	pass·age	class	class·es
ha·rass	ha·rass·es	ha·rassed	ha·rass·ment
mess	mess·y	mess·i·er	mess·i·est
less	less·er	dress	press
stress	chess	guess	suc·cess
ac·cess	re·cess	ex·cess	pos·sess
ob·sess	as·sess·ment	hope·less	ex·press
im·press	de·press	re·press	re·gress
pro·gress	ag·gres·sive	con·fess	kiss
miss	miss·es	bliss	cuss
cussed	fuss	fuss·y	fuss·i·er

Read aloud the above 156 words in Lesson 56 and then use **three** copies of page 16 to copy the words that you read.

**Lesson 57:** A single final “r” is doubled when inside words as in “occur→ occurred.”

**Rule** The final “r” doubles before adding endings like “-ed” or “-ing.” However and other reasons, the “r” comes in doubles when it is in the middle of certain words as in “tomor**rr**ow”:

**r and rr**

re·oc·cur	oc·cur	oc·cur·red	oc·cur·ring
oc·cur·rence	con·cur	con·cur·red	con·cur·ring
con·cur·rence	spur	spur·red	spur·ring
blur	blurred	blur·ry	bur
burr	bur·row	fur	fur·ry
hur·ry	cur·ry	cur·rent	cur·rant
cur·ric·u·lum	cur·ren·cy	round	a·round
sur·face	sur·round	res·ur·rec·tion	ber·ry
ber·ries	rasp·ber·ry	rasp·ber·ries	blue·berries
ar·raign	ter·rain	ter·ror	ter·ror·ist
ter·ror·ism	ter·ri·ble	hor·ror	hor·ri·ble
hor·rif·ic	ter·rif·ic	em·bar·rass	em·bar·rassed
em·bar·rass·ment	ar·row	nar·row	mar·row
bar·row	bor·row	sor·row	to·mor·row
Larry	mar·ry	mar·ri·age	mar·ried
mar·ry·ing	mer·ry	mer·ri·er	merri·est
car·ry	car·ries	car·ried	car·ry·ing
car·ri·er	sor·ry	squir·rel	quar·rel

Read aloud all the above 72 words in Lesson 57 and then use **one** copy of page 16 to copy the words that you read.

**Lesson 58:** The **v**, **x**, and **k** do not double

**V** The “v” does not double and we spell with “ve” as in “have” at the end of words. The “v” at the end of a word is always followed by a silent “e.” Therefore, we see short vowels followed by “ve” as in “have” and long vowels also followed by “ve” as in “behave.” The vowels’ rules do not always apply to “v” and the reason is that a “v” must have a silent “e” after it either way. The silent “e” in “give” is there just to be after the “v”; but the silent “e” in “five” makes the “i” long.

give	live	liv·er	riv·er
qui·v·er	civ·ic	civ·il	viv·id
ac·tive	at·trac·tive	sen·si·tive	ex·clu·sive
ex·clu·sive·ly	ob·ses·sive	heav·y	[exception: savvy]



Compare short vowels and long vowels, which are followed by “ve”:

have, be·have	love, clove	dove (n.), dove (v.)
live (v.), live (adj.)	live (n.), a·live	

**X** Notice how the “c” comes out of the “x” to go into the next syllable in “ob·nx·ious,” “anxious,” and “exercise.” The “x” already contains two consonants inside of it and they are the consonants “kc” or “ks.” For this reason the “x” does not need to double after a short vowels, as in these examples:

wax	waxed	wax·ing	tax
taxed	tax·ing	fax	faxed
fax·ing	re·lax	re·laxed	flex
flex·i·ble	vex	vexed	fix
pix·y	six	mix	mixed
mix·ing	mix·er	ox	ox·en
box	box·es	boxed	box·ing
fox	fox·y	fox·es	lox
tux	tux·e·do	flux	in·flux

**K** Because the “k” does not double, we spell with “ck” instead of “kk.” We use a “c” before the “k” to have two consonants after a short vowel, as in:

back	backed	pack	packed
lack	lacked	stack	stacked
snack	snacked	quack	quacked
neck	beck	deck	peck
speck	fleck	sick	sick·er
sick·est	kick	kicked	kick·ing
pick	picked	pick·ing	quick
quick·er	quick·est	sock	dock
docked	lock	locked	lock·er
mock	mock·er·y	rock	buck
buck·et	duck	luck	luck·y
luck·i·er	tuck	tucked	tuck·ing

Read aloud the above 108 words in Lesson 58 and then use two copies of page 16 to copy the words that you read.

**Lesson 59:** Silent letters to protect short vowels from becoming long as in “bom**b**ed”

**bombed** Most silent letters have useful functions. As in “**bomb**→**bombed**→**bomb·ing**,” together the silent “b” and the “m” build a fence made of two consonants “mb” to keep the “e” away from the short “o,” and thus keeping the “o” sound short. The following silent consonants’ useful functions are to keep the preceding vowels short:

bom <b>b</b> ed	bomb· <b>b</b> ·ing	plumb <b>b</b> ·er	numb· <b>b</b> ·er
dumb <b>b</b> ·er	for·eign·er	sov·er·eign·i·ty	hymned
con·demned	damned	sal·mon	lodge
dodge	fudge	judge	badge
bud·get	knowl·edge	car·tridg·e	bridge
Wednes·day	soc·cer	itch·y	scratch
hitched	witch·es	stitch·es	sketch·es
kitch·en	butch·er	pitch·er	Mitch·ell
clutch	hutch·es	notch·es	fetched
fletched	Fletch·er	hus·tle	lis·ten
fas·ten	has·ten	soft·en	cas·tle
wres·tle	rus·tle	bus·tle	mus·cle
symp·toms	rasp·ber·ries	emp·ty	emp·tied

**din·ner** As in “din·ner,” the first “n” is silent. The first of the double consonants is typically silent; it is there mainly to support a short vowel from turning into a long vowel:

napped	nap·ping	mopped	mop·ping
pet·ted	pet·ting	din·ner	thin·ner
stopped	stop·ping	cut·ting	cut·ter
shut·ting	shut·tle	ex·ag·ger·ate	gypped

Read aloud the above 68 words in Lesson 59 and then use **one** copy of page 16 to copy the words that you read.

**Lesson 60:** Silent letters have useful functions like the silent “h” in “ghetto.”

**ghetto** The silent “h” has a good function in “ghetto”; it is to keep the “g” hard. Once the silent “u” after the “g” pattern was accepted into English, more words ended up being spelled with it, as in “guard.” Similarly, the silent “u” in “guest” is to keep the “g” hard. The silent “u” in “buy” is to tell apart “buy” and “by.”

g <u>e</u> st	g <u>u</u> ess	g <u>ui</u> tar	g <u>ui</u> de
g <u>ui</u> lt	g <u>ui</u> ld	g <u>ui</u> n·ea·pig	g <u>uy</u>
g <u>ui</u> le	be·g <u>ui</u> le	g <u>u</u> ys	dis·g <u>ui</u> se
leag <u>ue</u>	col·leag <u>ue</u>	in·trig <u>ue</u>	fa·tig <u>ue</u>
vog <u>ue</u>	vag <u>ue</u>	vag <u>ue</u> ·ly	tong <u>ue</u>
plag <u>ue</u>	di·a·log <u>ue</u>	mon·o·log <u>ue</u>	pro·log <u>ue</u>
ep·i·log <u>ue</u>	g <u>ua</u> rd	g <u>ua</u> rd·i·an	g <u>ua</u> ran·tee
ghet·to	spa·g <u>he</u> t·ti	gh <u>o</u> st	gh <u>o</u> sts

As in “quit,” every “q” must be followed by a “u” and every “qu” must be followed by a vowel. Together the “qu” sound like “kw.” However, the “u” after the “q” can sometimes be silent, especially at the end of a limited number of words:

u·niq <u>ue</u>	tech·niq <u>ue</u>	an·tiq <u>ue</u>	cri·tiq <u>ue</u>
bou·tiq <u>ue</u>	mys·tiq <u>ue</u>	phy·siq <u>ue</u>	plaqu <u>ue</u>
con·quer	con·q <u>uer</u> ·or	rac·qu <u>et</u> ·ball	col·lo·qu <u>ui</u> ·al
quo·rum	liq·uor		



Compare these examples to see how silent letters are useful to spell more words:

bu <u>y</u> , by	he <u>ar</u> d, herd	h <u>our</u> , our
thyme, time	r <u>hyme</u> , rime	hymn <u>u</u> , him
wit <u>ch</u> , which	hi <u>gh</u> , hi <u>gh</u>	sight <u>u</u> , site, cite
right <u>u</u> , write, rite	stra <u>ight</u> , strait	eight <u>u</u> , ate

<b>weight</b> , wait	<b>weigh</b> , way, whey	<b>caught</b> , cot
<b>taught</b> , tot	<b>know</b> , now	<b>knew</b> , new
<b>knee</b> , nee	<b>knot</b> , not	<b>knit</b> , nit
<b>knight</b> , night	<b>knead</b> , need	<b>whole</b> , hole
<b>whale</b> , wail, wale	<b>wheel</b> , weal	<b>whine</b> , wine
<b>whether</b> , weath·er	<b>clothes</b> , close	<b>scene</b> , seen
<b>des·sert</b> , des·ert	<b>aisle</b> , isle	<b>suit</b> , suit
<b>aide</b> , aid	<b>Doug</b> , dug	<b>rough</b> , ruff
<b>tough</b> , tuff	<b>coup</b> , coo	<b>corps</b> , course
<b>reign</b> , rein, rain	<b>hear</b> se, hers	<b>lead</b> , led

¶ Read aloud the above 135 words in Lesson 60 and then use **two** copies of page 16 to copy the words that you read.

**Lesson 61:** Do we spell with a final “**se**” as in “**tense**” or with a final “**ce**” as in “**fence**”?

**Rule** Most such words end with an “**se**” as apposed to a “**ce**,” especially if the “**se**” sound is preceded by the consonant “**n**” as in “**tense**.”

**Details**

The “**se**” in “**tense**” and the “**ce**” in “**fence**” have the same sound. Compare “**tense**” with “**tens**.” The reason for having a silent “**e**” after the “**s**” in “**tense**” is to tell it apart from a word like “**tens**,” which is the plural of “**ten**.” Once the “**se**” as in “**tense**” pattern was created, it ended up being used in more words.



Compare to see how the final “**se**” pattern may have been created to spell more words:

curs, curse	burs, burse	hears, hearse
-------------	-------------	---------------

rehears, rehearse	hors, horse	tens, tense
-------------------	-------------	-------------

dens, dense	mans, manse	cops, copse
-------------	-------------	-------------

corps, corpse	gees, geese	leas, lease
---------------	-------------	-------------

pleas, please	moos, moose	bros, brose
---------------	-------------	-------------

dos, dose		
-----------	--	--

The silent “**e**” after the “**s**” in these words is not to make the preceding vowel long; it is to tell a word like “**hears**” apart from “**hearse**”:

sense	non·sense	cense	in·cense
rinse	li·cense	tense	in·tense
pre·tense	dense	con·dense	res·pone
manse	im·mense·ly	ex·pense	rec·om·pense
dis·pense	sus·pense	of·fense/ of·fence	de·fense

nurse	purse	curse	burse
re·im·burse	worse	terse	hearse
re·hearse	verse	re·verse	in·verse

con·verse	u·ni·verse	ad·verse	im·merse
en·dorse/ indorse	re·morse	horse	hoarse
course	coarse	bourse	Morse
false	pulse	im·pulse	else
copse	corpse	geese	lease
grease	please	re·lease	in·crease
de·crease	may·on·naisē	prom·ise	house
mouse	douse	louse	dowse
pur·pose	loose	moose	goose
noose	ob·tuse	Bel·le·rose	o·ti·ose
ce·ruse	mo·rose	dose	brose

The silent “e” after the “s” in some of the following words has dual functions, one to make the preceding vowel long and two to tell words like “eras” and “erase” apart, compare these words:

e·ras, e·rase	bas, base	vas, vase	case
chase	Japanese	Lebanese	Vietnamese
Viennese	Siamese	Burmese	pre·cise
con·cise	par·a·dise	[lens]	

Less words end in “ce,” especially when the final silent “e” is not needed to make the preceding vowel long. The function of the silent “e” in the following words is strictly to keep the “c” soft. If a word is a noun, especially if it is a common name as in “Bruce,” it most likely is spelled with a “ce” as apposed to an “se”:

fence	hence	since	prince
mince	wince	once	ounce
bounce	pounce	an·nounce	de·nounce

<i>pronounce</i>	<i>re·nounce</i>	<i>Laurence</i>	<i>sé·ance</i>
<i>Candace</i>	<i>France</i>	<i>dance</i>	<i>glance</i>
<i>lance</i>	<i>free·lance</i>	<i>sem·blance</i>	<i>re·sem·blance</i>
<i>am·bu·lance</i>	<i>trance</i>	<i>en·trance</i>	<i>chance</i>
<i>en·hance</i>	<i>in·stance</i>	<i>im·por·tance</i>	<i>sen·tence</i>
<i>con·fi·dence</i>	<i>si·lence</i>	<i>es·sence</i>	<i>sci·ence</i>
<i>con·science</i>	<i>con·va·lesc·ence</i>	<i>flu·o·res·cence</i>	<i>Flo·rence</i>
<i>en·force</i>	<i>re·in·force</i>	<i>source</i>	<i>re·source</i>
<i>fierce</i>	<i>pierce</i>	<i>am·erce</i>	<i>com·merce</i>
<i>of·fice</i>	<i>ser·vice</i>	<i>prej·u·dice</i>	<i>jus·tice</i>
<i>pra·ctice</i>	<i>no·tice</i>	<i>sur·face</i>	<i>niece</i>
<i>piece</i>	<i>peace</i>	<i>fleece</i>	<i>Greece</i>
<i>juice</i>	<i>choice</i>	<i>voice</i>	<i>re·joice</i>

Common name as in “Bruce” are spelled with a “c,” not an “s”:

<i>Joyce</i>	<i>Royce</i>	<i>Laurence</i>	<i>Candace</i>
<i>France</i>	<i>Greece</i>	<i>Bruce</i>	<i>Vince</i>
<i>Vincent</i>			

Read aloud the above 200 words in Lesson 61 and then use **three** copies of page 16 to copy the words that you read.

Fill in the blanks using the endings “-se” or “-ce”:

sen __	nonsen __	cen __	nur __
pur __	cur __	hou __	mou __
purpo __	do __	fen __	hen __
sin __	rin __	incen __	for __
enfor __	reinfor __	licen __	ten __
inten __	preten __	loo __	moo __
goo __	sour __	resour __	den __
conden __	fier __	pier __	offi __
servi __	prejudi __	amer __	commer __
reimbur __	wor __	hear __	rehear __
Canda __	Fran __	prin __	Lauren __
on __	scien __	conscien __	respon __
justi __	practi __	noti __	dan __
glan __	lan __	freelan __	surfa __
nie __	pie __	resemblan __	pea __
entran __	chan __	flee __	ver __
rever __	inver __	conver __	univer __
adver __	convalescen __	fluorescen __	Floren __

man __	immen __	immen __ ly	Gree __
jui __	choi __	immer __	voi __
hor __	hoar __	Joy __	rejoi __
Roy __	expen __	dispen __	suspen __
defen __	oun __	boun __	announ __
denoun __	pronoun __	renoun __	endor __
remor __	cour __	coar __	enhan __
instan __	importan __	fal __	pul __
impul __	el __	cop __	corp __
senten __	confiden __	silen __	gee __
lea __	grea __	plea __	relea __
increa __	decrea __	mayonnai __	promi __
essen __	Bru __	Vin __ nt	

**Lesson 62:** The silent “e” as in **large**, **fence**, **face**, **cake**, **teeth**, **paste**, and **aide** is useful.

The silent “e” has the useful function of keeping the “g” **soft**, especially at the end of words where the “j” is not allowed to be:

large	merge	emerge	surge
George	bridge	judge	nudge
ar·range	strange	mas·sage	me·ssage
man·age	mar·riage	col·lege	priv·i·lege

The silent “e” helps keep the “c” **soft**, especially at the end of words when it is not needed to make the preceding vowel long:

fence	hence	prince	lance
ser·vice	jus·tice	mince	niece
con·fi·dence	sen·tence	juice	choice
voice	Joyce	re·joice	Royce

This final silent “e” has a **dual functions**; it keeps the “c” soft and it makes the preceding vowel long:

ace	face	lace	place
brace	ice	rice	price
nice	mice	dice	vice
de·duce	in·tro·duce	pro·duce	Bruce

This final silent “e” is strictly **to make the preceding vowel long**:

cake	Pete	mile	hope
cute	meet	pie	toe
due	e·lite	type	an·a·lyze

Perhaps this final silent “e” is added to a few nouns or people’s names **to make their names distinguished**:

Shake·spear**e**      Claude      Mr. Good**e**      E·lain**e**

Lo·rain <i>e</i>	ro·maine	Uk·raine	may·on·nais <i>e</i>
mil·lion·aire	bil·lion·aire	sol·i·taire	aide

**Compare teethe & teeth.** The silent “e” in these words may be to soften the preceding consonant.

teethe	breathe	bathe	i·ma·gine
freeze	sneeze	leave	re·triev <i>e</i>
re·ceive	coun·ter·feit	for·feit	min·ute
height	Hei·di	Alz·hei·mer	Eu·rope

**Compare paste & past.** The silent “e” after “t” in these words is to tell apart two words like “paste” and “past.” Once the pattern was accepted, more words ended up being spelled with it:

paste	taste	waste	baste
haste	chaste		

**Silent “e” in ed:** As in “stopped,” the “e” is silent in every final “-ed” except after “t” and after “d” as in “wanted” and “needed.” Compare these two groups of words:

stopped	stuffed	bagged	worked
slammed	canned	scared	loved
solved	owed	viewed	hewed
quizzed	fixed	bathed	matched
mouthed	played	mar·ried	tried

**Voiced “e” in ed:** The voiced “e” in “-ed” is after “t” and after “d”:

im·por·ted	hun·ted	pain·ted	wait·ed
ed·u·cat·ed	rat·ed	re·cor·ded	re·spond·ed
ex·pan·ded	a·void·ed	aid·ed	load·ed

Read aloud the above 95 words in Lesson 62 and then use **three** copies of page 16 to copy the words that you read.



**Lesson 63:** The silent “o” in “Doug” is to tell apart the two words “Doug” and “dug.”

**The Homonym Theory** The people who developed writing English spelled “Doug” with a silent “o” to tell it apart from “dug.” Once the “ou” pattern was created, more words ended up being spelled with it.

Read the “ou” like a short ū sound in these 12 words:

Doug	touch	touched	touch·ing
un·touched	do·uble	cou·ple	cou·ples
cous·in	cous·ins	coun·try	coun·ties

The “o” is also silent in these **12** words:

<i>jour</i> ·ney	<i>jour</i> ·nal	ad· <i>journ</i>	<i>cour</i> ·te·ous
peo·ple	sub·poe·na	Phoe·nix	<i>coy</i> ·o·te'
boul·e·vard	gr <u>ou</u> p	<i>you</i>	<i>two</i>



→ Read aloud all the above 23 words in lesson 63.



 Copy these words:

Doug	touch	untouched	double
couple	cousin	country	counties
journey	journal	adjourn	courteous
people	subpoena	Phoenix	coyote'
boulevard	group	you	two

 **Lesson 64:** The 11 Digraphs of **H**: **sh**ip, **th**is, **th**ink, **ea**ch, **sch**ool, **ch**ef, **ph**oto, **w**ho, **w**hen, **rig**ht, **e**nough

**Digraphs** As in the “**sh**” in “**sh**ip,” certain letters stick to the letter “**h**” to produce a single new sound called a digraph. The “**sh**” sound in “**sh**ip” does not exist as a letter in the English alphabet; thus, we use the “**sh**” instead. These 11 new sounds produced by the “**h**” sticking to other letters are called, “digraphs of **h**.” These are only a few examples of the digraphs of “**h**.”

<b>sh</b> ip	<b>f</b> ish	<b>ash</b> ·tray	<b>a</b> · <b>sh</b> amed
<b>te</b> <b>th</b> e	<b>bre</b> a <b>th</b> e	<b>ba</b> <b>th</b> e	<b>th</b> e
<b>fa</b> · <b>th</b> er	<b>mo</b> <b>th</b> ·er	<b>fa</b> <b>rth</b> ·er	<b>fur</b> <b>th</b> ·er
<b>te</b> <b>eth</b>	<b>bre</b> a <b>th</b>	<b>ba</b> <b>th</b>	<b>th</b> ink
<b>ch</b> in	<b>mu</b> <b>ch</b>	<b>bu</b> <b>ch</b> ·er	<b>mar</b> ch
<b>sch</b> ool	<b>ch</b> em·is·try	<b>cha</b> ·ac·ter	<b>cho</b> ir
<b>ch</b> ef	<b>ma</b> · <b>ch</b> ine	<b>par</b> ·a· <b>ch</b> ute	<b>mus</b> · <b>tac</b> h <b>e</b>
<b>cha</b> ·let	<b>mi</b> ·cro· <b>fiche</b>	<b>Chi</b> ·ca·go	<b>Chau</b> ·feur
<b>phar</b> ·ma·cy	<b>pho</b> ·to· <b>graph</b>	<b>tel</b> ·e· <b>phon</b> e	<b>phon</b> ·ics
<b>wh</b> o	<b>wh</b> ole	<b>wh</b> ole·some	<b>wh</b> ose
<b>wh</b> en	<b>wh</b> y	<b>wh</b> at	<b>wh</b> ere
<b>hi</b> <b>gh</b>	<b>hei</b> <b>ght</b>	<b>li</b> <b>gh</b> t	<b>ta</b> <b>ugh</b>
<b>e</b> · <b>nough</b>	<b>tough</b>	<b>rou</b> <b>gh</b>	<b>la</b> <b>ugh</b>

 Read aloud the above 52 words in Lesson 64 and then copy them. Use **one** copy of page 16.

 More detailed practice lessons of the digraphs of “**h**” can be found in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

**Lesson 65:** A list of nearly all the silent letters in 384 words: sub**poe**·na, file**t** mignonsilent **b**

com <b>b</b>	bom <b>b</b>	bom <b>b</b> ·ing	lam <b>b</b>
num <b>b</b>	thum <b>b</b>	crum <b>b</b>	dumb
dumb <b>·er</b>	plum <b>b</b> ·er	climb <b>b</b>	doubt
doub <b>b</b> ·ted	debt	tom <b>b</b>	sub <b>poe</b> ·na

silent **p**

re·cei <b>p</b> t	emp <b>p</b> ty	cup <b>p</b> ·boards	pneu·mo·nia
symp <b>p</b> ·toms	rasp <b>p</b> ·ber·ries	coup <b>p</b>	corps
<b>p</b> sy·chol·o·gy	<b>p</b> seu·do	<b>p</b> sy·chi·a·try	<b>p</b> sy·chi·a·trist

silent **g**

back·ground	sign	de·sign	re·sign
con·sign·ment	for·eign	sov·er·eign	sov·er·eign·i·ty
reign	ar·raign	gnome	gnaw
cam·paign	di·a·phragm	par·a·digm	egg
ex·ag·ger·ate	fi·let mign·on		

silent **n**

col·um <b>n</b>	au·tum <b>n</b>	con·dem <b>n</b>	con·demned
dam <b>n</b>	damned	sol·emn <b>n</b>	hymned

silent **m****m**ne·mon·icssilent **h**

hour	hon·or	hon·est	herb
------	--------	---------	------

<i>herb·al</i>	<i>ve·hi·cle</i>	<i>Thom·as</i>	<i>Thai·land</i>
<i>thyme</i>	<i>ex·hib·it</i>	<i>ex·haust</i>	<i>ex·hort</i>
<i>rhyme</i>	<i>rhy·thm</i>	<i>rhet·o·ric</i>	<i>ghost</i>
<i>ghet·to</i>	<i>spa·ghet·ti</i>	<i>John</i>	<i>Johnson</i>

silent *gh*

<i>high</i>	<i>light</i>	<i>sight</i>	<i>in·sight</i>
<i>right</i>	<i>slight·ly</i>	<i>bright</i>	<i>bought</i>
<i>brought</i>	<i>ought</i> to	<i>thought</i>	<i>though</i>
<i>al·thou·gh</i>	<i>wrought</i>	<i>straight</i>	<i>eight</i>
<i>weight</i>	<i>weigh</i>	<i>neigh·bor</i>	<i>daugh·ter</i>
<i>caught</i>	<i>taught</i>	<i>naugh·ty</i>	<i>thor·ough</i>

silent *k*

<i>know</i>	<i>knowl·edge</i>	<i>ac·knowl·edge</i>	<i>knew</i>
<i>knee</i>	<i>kneel</i>	<i>knot</i>	<i>knock</i>
<i>knob</i>	<i>knit</i>	<i>knight</i>	<i>knead</i>

silent *w*

<i>an·swer</i>	<i>sword</i>	<i>who</i>	<i>whose</i>
<i>who·ev·er</i>	<i>whom</i>	<i>whom·ev·er</i>	<i>whole</i>
<i>whole·sale</i>	<i>whole·some</i>	<i>dwarf</i>	

silent *l*

<i>sal·mon</i>	<i>al·monds</i>	<i>talk</i>	<i>stalk</i>
<i>walk</i>	<i>chalk</i>	<i>chalk·board</i>	<i>folk</i>
<i>half</i>	<i>calf</i>	<i>bulb</i>	<i>calm</i>

silent **d**

hand <b>d</b> ·some	hand <b>d</b> ·ker·chief	bu <b>d</b> ·get	bad <b>ge</b>
br <b>i</b> dge	lod <b>ge</b>	do <b>d</b> ge	jud <b>ge</b>
fud <b>ge</b>	knowl·ed <b>ge</b>	car·tri <b>d</b> ge	Wed <b>n</b> es·day
<b>D</b> ji·bou·ti	bran <b>d</b> new	can·di·date	

silent **h** in **wh** or **hw**

wh <b>en</b>	wh <b>ere</b>	wh <b>y</b>	h <b>ich</b>
wh <b>ile</b>	wh <b>ere</b> ·as	wh <b>ack</b>	wh <b>am</b>
wh <b>ale</b>	wh <b>eat</b>	wh <b>eel</b>	wh <b>eeze</b>
wh <b>ite</b>	wh <b>ine</b>	wh <b>ip</b>	wh <b>ip</b> ·lash
whis·t <b>le</b>	whis·per	whi <b>rl</b> ·pool	whi <b>th</b> ·er
wheth <b>er</b>	whop·per	o·ver·whelmed	wh <b>ea</b> l

silent **th**, **ch**, **ea**

asth <b>ma</b>	clo <b>th</b> es	in <b>th</b> e house	yac <b>ht</b>
b <b>ea</b> u	beau·ti·ful	bu·re <b>ea</b> u	

silent **i**

re·ce <b>iv</b> e	fru <b>it</b>	suit	ju <b>ic</b> e
cru <b>is</b> e	mai <b>n</b>		

silent **s**, **c**

soc <b>cer</b>	sci·en·tist	s <b>cen</b> e	schwa
Schmidt	mus·c <b>le</b>	sanc·ti·fy	mis·sion
des·sert	ses·sion	con·scious	lus·cious
fas·ci·nat·ed	aisle	is·land	isle
dis·sect	corps		

silent *a*

boat	coat	meat	tea
speak	leave	bread	glau·co·ma
aisle	Tha·i·land	Sai·gon	Nai·ro·bi

silent *e*

cake	meet	Pete	mile
suite	pie	hope	toe
owe	cute	due	sue
sued	ar·gue·e	con·tin·ue	i·ma·gine
pur·pose	worse	curse	en·dorse
im·pulse	height	Hei·di	Alz·hei·mer
Eif·fel Tow·er	grease	in·crease	lease
Tues·day	Eu·rope	neu·tral	am·a·teur
few	knew	grew	jew·el·ry
brew·er·y	coun·ter·feit	sens·e	tense
de·fense	fence	large	freeze
leave	re·trieve	min·ute	E·laine
Lo·raine	ro·maine	Uk·raine	May·on·nais·e
mil·lion·aire	bil·lion·aire	sol·i·taire	aide
Shake·speare	Claude	Ms. Goode	

silent *o*

peo·ple	dou·ble	cou·ple	Doug
jour·ney	jour·nal	ad·journ	cour·te·ous
two	too	bou·le·vard	group
you	sub·poe·na	coy·o·te	Phoe·nex
jeop·ard·y	jeop·ard·ize		

silent **u**

g <u>ue</u> st	g <u>ue</u> ss	g <u>ui</u> ·tar	g <u>ui</u> de
g <u>ui</u> lt	g <u>ui</u> ld	b <u>ui</u> ld	b <u>ui</u> ld·ing
b <u>ui</u> lt	b <u>uy</u>	g <u>uy</u>	g <u>ua</u> rd
g <u>ua</u> rd·i·an	g <u>ua</u> ran·tee	dis·g <u>ui</u> se	u·niq <u>ue</u>
tech·niq <u>ue</u>	an·tiq <u>ue</u>	cri·tiq <u>ue</u>	bou·tiq <u>ue</u>
mys·tiq <u>ue</u>	leag <u>ue</u>	col·leag <u>ue</u>	in·trig <u>ue</u>
fa·tiq <u>ue</u>	vag <u>ue</u>	vag <u>ue</u> ·ly	tong <u>ue</u>
plagu <u>e</u>	di·a·log <u>ue</u>	mon·o·log <u>ue</u>	pro·log <u>ue</u>

silent **t**

coun·ter	twen·ty	thir·ty	for·ty
watch	match	it·ch	hitch·hike
witch	stitch	sketch	kitch·en
butch·er	pitch·er	Mitch·ell	mort·gage
lis·ten	fas·ten	has·ten	of·ten
soft·en	soft·en·er	cas·tle	wres·tle
clutch	clutch·es	hutch	notch
fetch	fetched	fletch	Fletch·er
hus·tle	bus·tle	rus·tler	sanc·ti·fy
bal·let	val·et	cha·let	buf·fet
bou·quet	Chev·ro·let	cor·set	es·prit
de·pot	fil·et	fil·et mingnon	

Read aloud the above 383 words in Lesson 65 and then use **six** copies of page 16 to copy the words that you read.

 **Lesson 66:** Do we spell with “**tt**” as in “admitted” or with one “**t**” as in “limited,” and why?

**Rule** As in “com·mit·**ted**,” we double the middle consonant “**t**” when the middle syllable “mit” begins with a consonant and when that middle syllable “mit” is stressed. The rule is that we double the consonant after a stressed middle syllable that begins with a consonant.

### mit’ →mitted

ad·mit’ →ad·mit’·**ted** →ad·mit’·ting

sub·mit’ →sub·mit’·**ted** →sub·mit’·ting

per·mit’ →per·mit’·**ted** →per·mit’·ting

e·mit’ →e·mit’·**ted** →e·mit’·ting

re·mit’ →re·mit’·**ted** →re·mit’·ting

o·mit’ →o·mit’·**ted** →o·mit’·ting

com·mit’ →com·mit’·**ted** →com·mit’·ting →com·mit’·**tal**

trans·mit’ →trans·mit’·**ted** →trans·mit’·ting →trans·mit’·**table**

ac·quit’ →ac·quit’·**ted** →ac·quit’·ting →ac·quit’·**ter**

We do not double the “**t**” in these three words because the middle syllable “it” does not begin with a consonant and it is not stressed. You may memorize the one **t** in these words:

lim’·it →lim’·it·ed →lim’·it·ing

vom’·it →vom’·it·ed →vom’·it·ing

ed’·it →ed’·it·ed →ed’·it·ing

 Read aloud the above 39 words in Lesson 66 and then use **one** copy of page 16 to copy the words you read.



## Lesson 67: Why do spell with “rr” as in “tomorrow”?

**Rule** As in “to·mor·row,” we double the middle consonant “r” when the middle syllable “mor” begins with a consonant and when that middle syllable “mor” is stressed. The rule is that we double the consonant after a stressed middle syllable that begins with any consonant. Again and as in “oc·cur·ring,” we double the “r” because the middle syllable “cur” begins with a consonant and also because the middle syllable, “cur” is stressed:

### r→rr

oc·cur'→	oc·cur'·ring	oc·curred
oc·cur'·rence	re·oc·cur'→	re·oc·curred
re·oc·cur'·ring	re·cur'·rence	con·cur'→
con·curred	con·cur'·ring	con·cur'·rence
cur·ric·u·lum	ex·tra·cur·ric·u·lar	in·ter'·rupt
in·ter'·rupt·ed	un·in·ter'·rupt·ed	in·ter'·rupt·ing
in·ter'·ro·gate	in·ter'·ro·gat·ed	in·ter'·ro·gat·ing
in·ter'·ro·gat·or	in·ter'·ro·ga·tion	em·bar'·rass
em·bar'·rass·ment	em·bar'·rassed	em·bar'·rass·ing
re·fer'→	re·fer'·ring	re·ferred
pre·fer'→	pre·fer'·ring	pre·ferred
to·mor·row	in·cor'·ri·gi·ble	

Read aloud the above 35 words in Lesson 67 and then use **one** copy of page 16 to copy the words you read.

**Lesson 68:** Why do we spell with “nn” as in “millennium”?

**Rule** As in “mil·len·ni·um,” we double the middle consonant “n” when the middle syllable “len” begins with a consonant and when that middle syllable “len” is stressed. The rule is that we double the consonant after a stressed middle syllable that begins with any consonant. Again and as in “spa·ghet·ti,” we double the “t” because the middle syllable “ghet” begins with a consonant and also because the middle syllable, “ghet” is stressed.

**t→tt**

ac·quit’→	ac·quit’·ted	ac·quit’·ting	ac·quit’·ter
be·got’→	be·got’·ten	for·got’→	for·got’·ten
for·get’·ting	for·get’·ta·ble	spa·ghet’·ti	be·lit’·tle

**l→ll**

can·cel’→	cancel·led	cancellation	excel·→
ex·cel’·ling	ex·cel’·lent	ex·cel’·lence	ex·cel’·lent
mis·cel·la·ne·ous	pen·i·cil’·lin	os·cil’·late	in·tel’·lect
in·tel’·li·gent	in·tel’·li·gence	in·tel’·lec·tu·al	in·tel’·li·gi·ble
scin·til’·late	dis·til’/dis·till’	dis·til’·ler	pa·tro·l’→
pa·tro·l’·ling	ex·pel’→	ex·pel’·ling	com·pel’→
com·pel’·ling	ton·sil’→	ton·sil’·li·tis	A·pol’·lo
con·tro·l’→	con·tro·l’·ling	con·tro·l’·ler	con·tro·l’·la·ble
con·trol·led	e·bul’·lient	e·bul’·lience	mon·o·sy·l’·la·bic
cat·er·pil·lar	ful·fill’·ing	um·bre·l’·la	Cin·de·rel·la
go·ril·la	va·nil·la	in·fal’·li·ble	sur·veil·lance

**Exceptions:** In these few words, the middle consonant can double when the middle syllable begins with a vowel, which is not stressed:

cap’·il·lar·y	vac’·il·late	tit’·il·late	par’·al·lel
res’·ur·rec·tion			

**gg, dd, zz, mm, nn**

zig·zag' →	zig·zagged'	zig·zag'·ging
em·bed' →	em·bed'·ded	em·bed'·ding
em·bez'·zle	em·bez'·zled	em·bez'·zling
em·bez'·zle·ment	ac·com'·mo·date	mid·sum'·mer
be·gin' →	be·gin'·ning	be·gin'·ner
mil'·len'·ni·um	cen·ten'·ni·al	per·son'·nel

We do not double the “l” as in “priv·i·lege” because the middle syllable does not begin with a stressed consonant:

**not stressed**

priv·i·lege	sim·i·lar	vig·i·lant	vig·i·lance
an·a·lyze	an·al·y·tic	an·al·y·st	a·nal·y·sis
a·nal·y·ses	par·a·lyze	pa·ral·y·sis	pa·ral·y·ses
ex·hil·a·rate	pop·u·lar		

We do not double the consonant “r” after the Latin stem “fer” as in “suf·fered,” and notice that the middle syllable “fer” is not stressed:

**not stressed**

dif·fer	dif·fer·ent	dif·fer·ence	dif·fer·en·ti·ate
suf·fer	suf·fered	suf·fer·ing	

Consonants do not double after a long vowel:

**long vowel + r**

in·ter·fere	in·ter·fered	in·ter·fer·ence	co·here
co·her·ent	co·her·ence		

Read aloud the above 106 words in Lesson 68 and then use **two** copies of page 16 to copy the words you read.

**Lesson 69:** Why do we spell with “ss” as in “recession”?

**Rule** We double the consonant “s” in these words because the middle syllable is stressed and it begins with a consonant. In addition, the “s” usually comes in doubles whether at the end of words or in the middle of words. Otherwise, the “s” sound can easily turn into a “z” sound if not doubled.

**ss, no s**

ad·dress' →	ad·dressed'	ad·dres'·sing
im·press' →	im·pressed'	im·pres'·sing
im·pres'·sion	im·pres'·sion·ist	im·pres'·sive
ex·pressed'	sup·pressed'	de·pressed'
re·pressed'	re·gressed'	pro·gressed'
ac·cessed'	ag·gres'·sion	e·gres'·sion
con·gres'·sion·al	pro·ces'·sion	suc·ces'·sion
ac·ces'sion	re·ces'·sion	ob·ses'·sion
pos·ses'·sion	op·pres'·sion	con·fes'·sion
ac·ces'·sing	as·ses'·sing	ob·ses'·sing
pos·ses'·sing	pro·gres'·sive	suc·ces'·sive
ex·ces'·sive	pos·ses'·sive	ag·gres'·sive

Read aloud the above 36 words in Lesson 69 and then use **one** copy of page 16 to copy the words you read.

**Lesson 70:** The schwa sound as in permanent, poetry, credible, memory, and virus**schwa = weak sound of any vowel**

A schwa is a name given to any weak, unstressed or barely heard sound of a vowel. As in “per·ma·nent,” we say the middle syllable “ma” with a very little stress on it and thus the sound of “a” in “ma” is weak; it is a schwa sound. The vaguely heard sound of “a” in “ma” can be confused with any other vowel sound. It is this weak and confusing sound of a vowel, which is called a schwa.

All the five vowels have a weak sound called a schwa sound. Most of the unstressed vowels sound like a schwa, and most occur at the end of words because by the time the speaker reaches the end of a word the air coming out of his or her lungs lessens. Sometimes, the middle of a word is squeezed between syllables and the middle vowel’s sound also becomes a schwa. The dictionary symbol for the schwa sound looks like an upside-down e: ə

**1. The vowel “a” as a schwa ə**

The “a” as in “sep·a·rate” has a weak sound called a schwa sound, the first part of the word, “sep·” is stressed, but not the “a.” Also, as in “a·bout,” the second part of the word, “bout·” is stressed, not the “a.”



Read aloud and focus on the schwa sound of “a” in these **32** words. Notice how the stress mark is on the syllables where the “a” is not:

beg·gar	vul·gar	bur·glar	sin·gu·lar
si·mi·lar	pop·u·lar	col·lar	fa·mil·iar
li·ar	sum·ma·ry	stand·ard	liz·ard
sep·a·rate	pa·role	a·bout	ab·surd
a·pol·o·gy	cap·i·tal	glo·bal	le·gal
men·tal	sig·nal	lit·e·ral	lib·er·al
e·quiv·a·lent	typ·i·cal	a·mend·ment	per·ma·nent
re·sis·tance	guid·ance	im·por·tance	fun·da·men·tal

## 2. The vowel “e” as a schwa ə

As in “po’-et-ry,” this weak sound of “e,” called a schwa ə, is weak because it falls in a syllable that is unstressed. Because the “e” as a schwa has a weak sound, it can be often confused with the sound of the short ē or with other vowel sounds. Most schwa sounds of “e” occur at the end of words as in “trailer.”

Read aloud and focus on the schwa sound of “e” in these 20 words. Notice how the stress mark is on the syllables where the “e” is not:

fas’-ten	se’-mes-ter	tur’-ner	po’-em
po’-et-ry’	pa’-per	me’-mo’-ri-al	ev’-i-dent
ev’-i-dence	sou’-ve-ñir’	an’-them	trail’-er
en-er-gy’	lit-er-al	re-frig-er-a-tor	kin-der-gar’-ten
herb	perch	term	in-ter-im

## 3. The vowel “i” as a schwa ə

As in “cred’-i-ble,” this weak sound of “i,” called a schwa, is weak because it falls in a syllable that is not stressed. Because the “i” as a schwa has a weak sound, it can be often confused with the short ī sound or with other vowel sounds. Most of the schwas of “i” occurs in the middle of words as in “alimony.”

Read aloud and focus on the schwa sound of “i” in these 20 words. Notice how the stress is on the syllables where the “i” is not:

med’-i-tate	al-i-mo-ny	im-ped-i-ment	min-i-mum
an-i-mal	as-sas-sin	fem-i-nine	in-hib-it
in-quir-y	ve-hi-ble	prod-i-gy	al-i-bi
su-i-cide	u’-ten’-sil	sol’-i-tude’	in-cred-i-ble
u-ni-ty	an-i-mos-i-ty	sim-pli-fy	sac-ri-fice

**y = ə** Schwa of “i” can be spelled with a “y” in a small number of words. Although at the end of a syllable (end of an open syllable), the “y” is a schwa here because it is not stressed:

sy-ringe’	a-nal’-y-sis’	cy-lin’-dri-cal	a-non’-y-mous
mar-tyr	Bab’-y-lo-ni-an		

#### 4. The vowel “**o**” as a schwa ə

A schwa is a weak sound of any vowel. As in “mem’·**o**·ry,” when the “**o**” falls is a syllable that is not stressed, it has a weak sound called a schwa sound. In the following examples, other syllables are stressed, but not the ones that contain the sound of “**o**” as a schwa. Because the “**o**” as a schwa has a weak sound, it can be often confused with other vowel sounds. The “**o**” sound as a schwa occurs at the beginning, middle, and end of words.

Read aloud and focus on the schwa sound of “o” in these **48** words. Notice how the stress is on the syllables where the “**o**” is not:

im’·po·tent	om’·ni·po·tent	im’·pris·on	co’·lon
<b>ob</b> ·nox’·ious	<b>ob</b> ·vi’·ous	<b>ob</b> ·ses’·sion	<b>oc</b> ·cur’
<b>op</b> ·po’·nent	<b>op</b> ·pose	<b>op</b> ·press’	<b>pro</b> ·mote’
<b>pro</b> ·mo’·tion	<b>pro</b> ·po’·sal	<b>id</b> ’·i· <b>ot</b>	<b>so</b> ·lic·it’
mel’· <b>o</b> ·dy	mem’· <b>o</b> ·ry	mem’· <b>o</b> ·ra·ble	su·pe’·rior
in’·fe’·ri· <b>or</b>	in’·te’·ri· <b>or</b>	ex’·te’·ri· <b>or</b>	er’· <b>or</b>
ter’· <b>or</b>	har’·bor	la’·bor	hu’·mor
ru’· <b>mor</b>	mi’·nor	gov’·er·nor	do’·nor
ven’· <b>dor</b>	splen’· <b>dor</b>	ra’·zor	cur·sor
fa’· <b>vor</b>	ma’·jor	auth’· <b>or</b>	sail’· <b>or</b>
tai’· <b>lor</b>	coun·sel’· <b>or</b>	chan’·cel·lor	ad·vis’· <b>or</b> /adviser
coun·cil’· <b>or</b>	ed·u’·ca’· <b>tor</b>	pro·fes’· <b>sor</b>	phi·los’· <b>o</b> ·phy’

#### 5. The vowel “**u**” as a schwa ə

As in “vi’·rus,” the syllable “vi’” is stressed and the syllable “rus” is not stressed. Therefore, the “**u**” in the syllable “rus” has a weak sound called a schwa sound. It is difficult to hear the schwa sound because it is a weak sound. Therefore, the schwa sound of any vowel can easily be confused with other vowels’ sounds.

Read aloud and focus on the schwa sound of “u” in these **27** words. Notice how the stress is on the syllables where the “**u**” is not:

sta’·di· <b>um</b>	mil·len·ni· <b>um</b>	mu·se· <b>um</b>	cur·ric·u· <b>lum</b>
con·tin·u· <b>um</b>	Cel·si· <b>us</b>	nar·cis·sus	mi· <b>nus</b>
si· <b>nus</b>	bo· <b>nus</b>	vi· <b>rus</b>	u·ter· <b>us</b>

fo·cus	cir·cus	stim·u·lus	syl·la·bus
gen··ius	Sat·ur·day	fig·ure	in·jury
cur·tail	rep·u·ta·ble	il·lus·tra·tion	in·dus·try
con·sen·sus	con·sul	con·grat·u·la·tions	

**-ous** Together the “o” and the “u” sound in “-ous” as in “humorous,” make a schwa sound, and the ending “-ous” means (full of). For instance, “humorous” means full of “humor.” You may think of the “o” in “-ous” as a silent “o” and then all you here is the “u” as a schwa:

hu·mor·ous	gen·er·ous	num·er·ous	dan·ger·ous
cu·ri·ous	var·i·ous	am·big·u·ous	mir·a·cu·lous

**-cious** Because the “ci” as on “delicious” sounds like the “sh” as in “ashes,” the “i” in “ci” is no longer a vowel and it is best to keep reading the ending “-ous” like “us” as a schwa sound of “u”:

de·li·cious	sus·pi·cious	fe·ro·cious	gra·cious
spa·cious	pre·cious	vi·cious	con·scious

**x = kc** The “x” sound is like “kc” in:

anx·ious	anx·ious·ly	ob·nox·ious
----------	-------------	-------------

**ti = sh & te = ch**

am·bi·ti·ous	su·per·sti·ti·ous	fic·ti·ti·ous	con·scien·ti·ous
pre·ten·ti·ous	in·fec·ti·ous	right·e·ous	right·e·ous·ly

**g+ silent e** to keep the “g” soft:

gor·geous	cou·ra·geous	out·ra·geous	con·ta·gious
-----------	--------------	--------------	--------------

**-ture** sounds like “-chur = ch+ər” and the “u” is a schwa:

na·ture	nur·ture	cul·ture	ag·ri·cul·ture
struc·ture	lit·er·a·ture	sculp·ture	car·i·ca·ture

Read aloud the above 196 words in Lesson 70 and then use **three** copies of page 16 to copy the words that you read.

Fill in the blanks using the endings “a” or “e” or “i” or “o” or “u”:

begg _ r	li _ r	sep _ rate	sem _ ster
po _ m	po _ t	perm _ ent	fund _ mental
vulg _ r	po _ try	m _ morial	souv _ nir
anth _ m	int _ rim	J _ rusalem	immed _ ate
incred _ ble	imposs _ ble	un _ ty	ver _ fy
sacr _ fice	col _ n	_ bnoxious	_ bvious
_ bsession	_ ccur	_ pponent	_ ppose
_ ppress	philos _ phy	pr _ mote	pr _ motion
pr _ posal	idi _ t	s _ licit	mel _ dy
mem _ ry	mem _ rable	superi _ r	don _ r
curs _ r	fav _ r	maj _ r	auth _ r
sail _ r	tail _ r	counsel _ r	chancell _ r
council _ r	educat _ r	profess _ r	stadi _ m
millenni _ m	muse _ m	curricul _ m	continu _ m
Celsi _ s	narciss _ s	min _ s	sin _ s
bon _ s	vir _ s	uter _ s	foc _ s
circ _ s	stimul _ s	syllab _ s	geni _ s
Sat _ rday	fig _ re	consens _ s	cons _ l

**Lesson 71:** The **l**, **m**, **n**, **r**, and **s** are semivowels. What is the Semivowels Theory?

**Vowels** are **a**, **e**, **i**, **o**, **u**, sometimes **y** (sky), and sometimes **w** (few).

**Consonants** are the rest of the letters, like the letter “**b**.”

**Difference** Vowels are filled with sound and consonants are soundless. Unless a consonant is said with a vowel, we are unable to hear it.

**Semivowels** The semivowels **l**, **m**, **n**, **r**, and **s** are consonants yet each one of them has some sound. Standing without vowels, other consonants have no sounds of their own. The semivowels, however, do have some **sounds of their own**, even when not said with vowels. For example, saying the sound of “**s**” without a vowel still makes the sound of “**s**.” In fact, the “**s**” is such a weak consonant that it easily loses its sound and turn into a “**z**” sound as in “**rose**” and as in “**has**.” To insure hearing the sound of “**s**” we normally spell with “**ss**” as in “**glass**.”

**Semivowel Theory** When next to a vowel, a semivowel can have various types of **controls** over the way that vowel should sound. The following examples are to confirm such effects.

### ① Making the Preceding Vowels Long

The semivowels can sometimes make the preceding vowels long. For instance, the “**l**” in “**cold**” makes the “**o**” long, the “**m**” in “**comb**” makes the “**o**” long, the “**n**” in “**mind**” makes the “**i**” long, the “**r**” in “**port**” makes the “**o**” long, and the “**s**” in “**taste**” makes the “**a**” long.

#### long **i** + semivowel

<b>mild</b>	<b>wild</b>	<b>child</b>	<b>kind</b>
<b>find</b>	<b>mind</b>	<b>bind</b>	<b>blind</b>
<b>grind</b>	<b>rind</b>	<b>wind</b>	<b>re·wind</b>
<b>re·mind</b>	<b>be·hind</b>	<b>pint</b>	<b>ninth</b>
<b>climb</b>	<b>vir·us</b>	<b>choir</b>	<b>Christ</b>

#### long **a** + semivowel

<b>change</b>	<b>ex·change</b>	<b>range</b>	<b>ar·range</b>
<b>strange</b>	<b>es·trange</b>	<b>waste</b>	<b>taste</b>
<b>baste</b>	<b>paste</b>	<b>chaste</b>	<b>haste</b>

**long ō and long ū + semivowel**

old	bold	fold	cold
gold	hold	mold	told
sold	sold·ier	bolt	colt
jolt	volt	re·volt	droll
scroll	stroll	poll	boll
toll	roll	en·roll	con·trol
swol·len	yolk	folk	folk·lore
up·hol·ster·y	pol·ka	most	post
post·age	ghost	host	host·ess
gross	as·bes·tos	comb	to·mor·row
in·cor·ri·gi·ble	un·ion		

**② Causing the Preceding Vowel to have Different Sounds**

The semivowels can sometimes change the sound of the preceding vowels to sound like another vowel. For instance, the “n” in “engage” makes the “e” sound like an “i,” the “s” in “actress” makes the “e” sound like an “i,” the “m” in “womb” makes the “o” sound like long ū, the “r” in “burn” makes the “u” sound like a special sound that is not short nor is it a schwa sound, and the “r” in “beggar” makes the “a” sound like a schwa sound.

**e + semivowels says i**

en·gage'	e·nough'	e·lect'	en·dorse/in·dorse
de·ny	de·ni·al	em·bar·go'	wait·ress
mist·ress	ac·tress	mat·ress	hap·pi·ness
kind·ness	mad·ness	sad·ness	weak·ness
dark·ness	wil·der·ness		

**o + semivowel says long ū**

whom	womb	tomb
------	------	------

**u + semivowel r has a special r-controlled sound**

dis·burse	re·im·burse	bur·sar	burp
burn	turn	tur·nip	tur·ban
tur·bu·lence	dis·turb	curb	pur·pose
pur·ple	pur·suit	pur·sue	purse
nurse	surge	sur·ger·y	sur·geon
splurge	urge	ur·gent	sur·face
sur·plus	sur·round	hurt	hur·tle
ab·surd	mur·mur	lurk	lurked
tur·key	cour·te·ous	jour·nal	jour·ney
ad·journ	ad·jour·ned	cour·age	fail·ure
ten·ure			

**wa + r has a special sound**

war	warm	warn	ward
war·den	a·ward	re·ward	ward·robe
wart	dwarf	thwart	a·thwart
stal·wart	quart	quar·rel	awk·ward
back·ward	for·ward		

**a + semivowel l has a special sound**

all	ball	wall	squall
hall	call	fall	mall
gall	small	tall	stall
pall	ap·pall	en·thrall	en·thralls
en·thralled	en·thrall·ing	al·ways	al·most
al·so	al·though	al·read·y	al·right

al·ter	al·tar	salt	false
bald	with·draw·al	wal·nut	talk
walk	chalk	chal·k·board	calm

**i** + semivowel **r** has a special sound

sir	cir·cuit	stir	fir
girl	whirl	twirl	squir·rel
first	thirst	birth	firm
flirt	shirt	skirt	squirt
bird	third	gird	gir·dle

**a + r** has a special r-controlled sound

art	cart	chart	dart
jar	far	car	scar
scarf	bar	char	tar
star	start	arm	farm
charm	barn	dark	park
mark	Marc	bark	yard
guard	gar·den	kin·der·gar·ten	pear
wear			

vowels controlled by two semivowels

girl	whirl	twirl	first
thirst	firm	squir·rel	quar·rel
world	arm	farm	charm
barn	warm	warn	south·ern
wall	squall	ap·pall	

### ③ Causing the Preceding Vowel to be a Schwa

The semivowels are notorious for controlling the sounds of the preceding vowels and making them sound weak; it is the semivowels that are responsible for most of the schwa sounds. If you go back to check the lesson on the schwa sound in this book, you will find that most of the schwas are followed by one of the five semivowels. These are a few of countless examples of the schwas of a, e, i, o, and u that are followed by one or more of the semivowels l, m, n, r, or s:

**vowel** + semivowels having a ə sound

beg'·gar	sin'·gu·lar	li'·ar	pa·role'
cap'·i·tal	glo'·bal	le'·gal	sig'·nal
fas'·ten	driv'·en	ev'·i·dent	ev'·i·dence
sou'·ve·nir'	kin·der·gar'·ten	car·pen·ter	po'·em
al·i·mo·ny	im·ped·i·ment	max·i·mum	min·i·mum
an·i·mal	an·i·mos·i·ty	as·sas·sin	in·fi·nite
im'·pris·on	pro·mote'	pro·mo'·tion	so·lic·it'
mem'·o·ry	mem'·o·ra·ble	su·pe·rior	in'·te·ri·or
sta'·di·um	mil·len·ni·um	mu·se·um	cur·ric·u·lum
con·tin·u·um	con·sul	Sat·ur·day	in·jury
hu·mor·ous	gen·er·ous	num·er·ous	dan·ger·ous
de·li·cious	sus·pi·cious	fe·ro·cious	gra·cious
am·bi·tious	su·per·sti·tious	fic·ti·tious	con·scien·tious

Read aloud the above 317 words in Lesson 71 and then use **five** copies of page 16 to copy the words that you read.

**Lesson 72:** Vowels acting like consonants as in *language*, *choir*, and *onion*

**u saying w** As in “suite,” the vowel “u” sounds like the consonant “w.” This pattern may have been accepted into English to tell apart two words like “suite” and “sweet,” and once the pattern was accepted, more words ended up being spelled with it. Notice that because the “u” that sounds like a “w” is not a vowel, it must be followed by a vowel:

lan·guage	lin·gual	lan·guid	dis·tin·guish
ex·tin·guish	an·guish	suite	cui·sine
suave	suede	per·suade	as·suage
Ven·ez·ue·la	shed·ule	square	fre·quent

**ou saying ow** The vowel “u” as in “out” sounds the same as the consonant “w” in “cow.” The “ou” spelling pattern is useful to tell words like “flour” and “flower” apart. The “ou” occurs *inside* words:

our	hour	plough	oust
ouch	ounce	pro·nounce	out
doubt	sound	coun·ty	boun·ty
a·loud	cloud	proud	house
mouse	lous·y	coun·sel	coun·cil
foul	noun	mouth	de·vour

**o saying w** As in “one,” the “o” stops being a vowel and it sounds and acts like the consonant “w.” This pattern is useful to tell apart a word like “choir” and “quire.” If we were to spell “one” with a “w” instead of an “o,” we would end up with “won.” This “oi” is derived from French:

one	every·one	ones	once
choir	bour·geois	bour·geoi·sie	res·er·voir
rep·er·toire	Ren·oir	crois·sant	bu·oy

**i saying y** The vowel “i” sounds like the consonant “y” in these 10 words:

on·ion	bun·ion	be·hav·ior	sen·ior
se·nior·i·ty	jun·ior	fa·mi·liar	pe·cu·liar
gen·ius	al·ie·nate		

Read aloud the above 62 words in Lesson 72 and then use **one** copy of page 16 to copy the words that you read.



## Lesson 73: Do we spell with a soft “g” as in “large” or a “j” as in “job”?

**Rule** The “j” is not allowed in the end of words or syllables; the “j” is usually in the beginning of words (just) or in the beginning of syllables (ad·just). Therefore, we spell with a soft “g” instead of a “j” at the end of words as in “large.” Furthermore, the “j” is in a limited number of words; it is the soft “g” that represents the sound of “j” in most words. The “j” is for where the soft “g” cannot be. For example, the soft “g” cannot be in “ja” as in “jazz” or in “jo” as in “job” or in “ju” as in “just.” Moreover, the “j” cannot be followed by a consonant.

**ja, jo, ju** where **g** cannot be

jab	jazz	Jas·mine	Jack
Jack·ie	jam	jar	jar·gon
jaw	jag	jag·uar	Jan
Jan·u·ar·y	Jap	Jap·a·nese	jade
Jane	Jake	jay	jail
Jacob	Jan·ette	ad·ja·cent	jaun·dice
job	jock	jog	John
Joshua	jot	joy	en·joy
re·joice	join	ad·join	jour·ney
Joe	John	Joan	Jor·dan
jolt	ca·jole	ad·journ	jock
jock·ey	ma·jor·i·ty	ma·jor	Job
jug	jump	junk	just
ad·just	jus·tice	jus·ti·fy	juke
juke·box	judge	jupon	ju·ju
juice	jut	con·jure	ad·junct
junc·tion	con·junc·tion	in·junc·tion	junc·ture
June	jun·ior	in·jured	Ti·jua·na

The “j” can also be followed by “e” or “i.” However, it can only do that in the beginning of some words or some syllables, as in:

jew·el	ad·jec·tive	re·ject	in·ject
in·ter·ject	e·ject	ob·ject	sub·ject
jerk	jet	Jes·sie	jest·er
Je·sus	Jed	Jeff	jell
jeop·ard·y	jeop·ard·ize	jerquer	je·june
jer·kin	jeep	jer·sey	Jerusalem
jib	jims	jig	jig·saw
jig·gle	jinn	jinx	jin·ni
jin·go·ism	Jim	Jim·my	jip
Jill	jilt	jive	Djibouti

Why does the “g” have a hard sound in “ge” as in “get,” “gi” as in “gig,” and “gy” as in “gy·ne·col·o·gist”? The answer is that there is no other letter in English that can represent the hard “g” sound except “g”; thus, we have no other choice to spell a word like “get” but in hard “g.” Imagine spelling it with a “j” and end up with “jet.”



Compare:

Jim, <b>gym</b>	<b>guy</b> , gy·ne·col·o·gist	jell, <b>gel</b>
jeans, <b>genes</b>	jinn, <b>gin</b>	jet, get
jig, <b>gig</b>	jig·gle, <b>gig·gle</b>	Jill, gill
jilt, <b>guilt</b>	jeer, <b>gear</b>	jive, <b>give</b>
Jail, <b>Gail</b>	jiff, <b>gift</b>	

Read aloud the above 68 words in Lesson 73 and then use **one** copy of page 16 to copy the words you read.



## Lesson 74: Why does the “g” sound hard as in “get”?

**Rule** The initial soft “g” sound is the specialty of the “j,” not the “g”; thus, when the “ge” or “gi” is used in the beginning of a word or a syllable (where it does not belong), it can sound like a hard “g.” In addition, the “j” is not allowed in the end of words because that is the specialty of the soft “g” as in “large.” Since the “j” is in a limited number of words, the “g” can take its place whether in the beginning (gin, en·gine), middle (leg·end), or end (large).

### final soft g

large	stage	mes·sage	col·lege
judge	prod·i·gy	as·tro·lo·gy	bi·ol·o·gy

### middle soft g

an·gel	mes·sen·ger	leg·ends	al·ge·bra
ledg·er	merg·er	dan·ger	E·gypt

### anywhere soft g

germ	Ger·man	George	gen·ius
gene	gen·der	gen·er·al	gel·a·tin
gin	en·gine	en·gi·neer	or·i·gin
or·i·gin·al	gin·ger	gist	mag·ic
trag·ic	gi·ant	gi·gan·tic	gi·raffe
frag·ile	dig·i·tal	ag·ile	vig·il
gill	rig·id	hy·giene	hy·gien·ic
gym	gym·nast	gyp·sy	ge·ol·o·gy

These **23** words are exceptions to the hard “g” rule that states that the **ge**, **gi**, and **gy** make a soft “g.” Usually, we spell with the letter “j” at the beginning of words. If the **ge**, **gi**, or **gy** is at the beginning of a word or syllables, where it is not supposed to be, then that “g” may sound like a hard “g” as in this limited number of words (approximately **23** words) that can be memorized after reading them aloud slowly many times.

hard **ge**, **gi**, **gy** in **23** exceptions

get	for·get	tar·get	fin·ger
an·ger	ea·ger	hun·ger	au·ger
gear	geese	give	girl
gir·dle	gill	gift	girth
giz·zard	gid·dy	gim·mick	gig
gig·gle	ba·gel	gy·ne·col·o·gist	



**longer** In addition to the above **23** words, more words contain the hard “ge” sound as in “longer.” In such cases, the root word is usually a hard “g” and then the “e” is added to it as in “long→longer” and as in “hug→hugged.” Read more such examples aloud slowly:

bang→ban·ger	banged, bang·ing	sing→sing·er
dig→dig·ger	hug→hug·ger	hugged, hug·ging
jog→jog·ger	jogged, jog·ging	log→log·ger
logged, log·ging	long→long·er	long·est
mug→mug·ger	mugged, mug·ging	bag→bag·ger
bagged, bag·ging	nag→nag·ger	nagged, nag·ging
wag→wagged	wag·ging	plug→plugged
beg→beg·ging	dig→dig·ger	dig·ging



For the complete rules and detailed practice lessons of all the sounds and spelling patterns of **G**, please see *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

Read aloud the above 86 words in Lesson 74 and then use **two** copies of page 16 to copy the words you read.



## Lesson 75: The consonant “w” as a vowel as in **few**, **snow**, and **law**

**Rule** The “w” is a consonant, but it sounds like (1) the long ū as in “few,” (2) like the long ō as in “grow,” (3) and like this special vowel sound of “a” as in “law.”

### Details

**w = uu** The name of the letter “w” is “double “u” and it contains “uu” within it; this may be the reason the “w” tends to sound and act like the vowel “u” in some cases. Because of the relationship between the “w” and the “u,” we have words like “flower” and “flour.”

**few says feuu** As in “few,” the “e” is silent, and the “w” sounds like the long ū vowel. The name of “w” is “double u” (uu), and the “w” and the “u” are related. Saying “few” is like saying, “feuu” or like saying “feu” in “feud.”

**ow saying ōw** As in “snow,” the “o” and the “w” combined sound like the long vowel ō. This “ow” pattern of long ō is useful to tell a word like “know” apart from “no,” and it mainly occurs at the end of words.

**law says lɔ** As in “law,” the “a” and the “w” produce a single special vowel sound. This linguistic symbol **ɔ** can be used to represent this special sound of “aw” that resembles the short ɔ sound. Unlike the “au” pattern as in “auto,” the “aw” pattern can occur at the end of words.

#### **ew = long ū**

<b>few</b>	<b>neph·ew</b>	<b>cur·few</b>	<b>new</b>
<b>knew</b>	<b>news</b>	<b>flew</b>	<b>blew</b>
<b>slew</b>	<b>chew</b>	<b>dew</b>	<b>stew</b>
<b>draw</b>	<b>grew</b>	<b>brew</b>	<b>threw</b>
<b>He·brew</b>	<b>Jew</b>	<b>crew</b>	<b>screw</b>
<b>sew·age</b>	<b>strew</b>	<b>jew·el</b>	<b>hew</b>
<b>shrewd</b>	<b>lewd</b>	<b>shrew</b>	<b>clew</b>
<b>es·chew</b>	<b>pew</b>	<b>spew</b>	<b>sin·ew</b>
<b>sin·ew·y</b>	<b>Math·ew</b>	<b>view</b>	<b>re·view</b>
<b>in·ter·view</b>	<b>pre·view</b>	<b>pre·views</b>	<b>over·view</b>

#### **ow = long ō**

<b>snow</b>	<b>know</b>	<b>low</b>	<b>slow</b>
<b>flow</b>	<b>blow</b>	<b>glow</b>	<b>yel·low</b>

fel·low	mel·low	bel·low	be·low
pil·low	wil·low	bil·low	fol·low
hol·low	sal·low	shal·low	wal·low
tow	stow	stows	row
grow	throw	crow	bow
win·dow	shad·ow	mead·ow	mow
sow	show	owe	bowl
to·mor·row	sor·row	bor·row	bur·row
nar·row	mar·row	spar·row	bar·row

**aw = ɔ**

dawn	yawn	fawn	pawn
spawn	lawn	prawn	awn·ing
draw	drawn	draw	with·draw
raw	craw	straw	scraw·ny
crawl	scrawl	drawl	brawl
sprawl	saw	saw·yer	awe
awe·some	aw·ful	awk·ward	law
slaw	claw	flaw	paw
paw	thaw	haw	hawk
jaw	shawl	daw·dle	taw·dry
taw·ny	bawl	maw	gnaw

Read aloud the above 128 words in Lesson 75 and then use **two** copies of page 16 to copy the words that you read.

 More detailed practice lessons of this rule can be found in *Learn to Spell 500 Words a Day: The Consonants* (Volume 6), and in *The Vowels A, O, and U* volumes.

## 16

## Lessons 76-80

 **Lesson 76:** The final “y” as a vowel as in “fly” and inside words as in “gym”

**Rule** The initial “y” as in “yes” and as in “be·yond” is a consonant. However, the “y” becomes a vowel at the end of words as in “by” or at the end of syllables as in “by’·pass.” The “y” inside syllables can also be a vowel as in “gym.”

### Details

**y says y** The initial “y” sound is a consonant sound as in yes, yesterday, and be·yond.

**y says i** The “y” sounds like an “i” in the following **six** ways:

1. The “y” says long “ī” at the end of short, one-syllable words as in **by**, **my**, **try**, and **fly**.
2. The “y” says long “ī” at the end of stressed syllables as in **by’·pass**.
3. The “ye” says long “ī” at the end of short words as in **bye**, **eye**, and **lye**.
4. The “y-e” says long “ī” as in **type**, **style**, and **analyze**.
5. The “y” inside a syllable (a closed syllable) says short “i” as in **Lynn** and **gym**.
6. The unstressed “y” in the middle of words sounds like a schwa of “i” as in **a·nal·y·sis**.

**y says e** The “y” at the end of long words sounds like a long ē: **hap·py**, **his·to·ry**, **mon·ey**.

**ay says a** The “ay” sounds like a long ā as in: **play**, **day**, **stay**.

**oy says ɔy** The special sound of long ɔy as in: **boy**, **toy**, **joy**, **en·joy**.



Compare:

**try**, **tray**, **troy**

**my**, **may**

**shy**, **shay**

**guy**, **gay**

**dry**, **dray**

**fry**, **fray**

**spry**, **spray**

**ply**, **play**, **ploy**

**re·ly**, **re·lay**

**re·ply**, **re·play**

**sly**, **slay**

**al·ly**, **al·lay**, **al·ley**

**pry**, **pray**, **prey**

**why**, **way**, **whey**

**thy**, **they**

**sky**, **ski**

**key**, **Kay**, **coy**

**Jay**, **joy**

**by**, **buy**, **bay**, **boy**

**say**, **soy**

**clay**, **cloy**

**ray**, **rye**, **Roy**

**lye**, **lay**

**fly**, **flay**

**de·cay**, **de·coy**

**y says i**

my	by	buy	guy
de·fy	re·ply	al·ly	re·ly
by'·gone	hy·phen	cy'·cle	a·sy·lum
bye-bye	dye	eye	lye
type	style	an·a·lyze	en·zyme
gym	sym·pho·ny	hom·o·nym	dys·lex·i·a
sy·ringe	a·nal·y sis	a·non·y·mous	mar·tyr

**y says ē**

luck·y	mer·ry	late·ly	con·tin·u·ous·ly
car·ry	mar·ry	bur·y	emp·ty
mon·key	al·ley	kid·ney	at·tor·ney

**ay says ā**

day	al·lay	fray	dray
say	es·say	may	o·kay
de·cay	pray	Jay	stay

**oy says ōy**

boy	toy	ploy	en·joy
des·troy	em·ploy	de·ploy	al·loy
cor·du·roy	con·voy	en·voy	oys·ter
voy·age	McCoy	Troy	Lloyd

Read aloud the above 113 words in Lesson 76 and then use **two** copies of page 16 to copy the words you read.



For the complete rules followed by detailed practice lessons of all the sound and spelling patterns of Y, please read *Learn to Spell 500 Words a Day: The Consonants (Volume 6)*.

**Lesson 77:** Changing the “y” to an “i” as in “pay→paid” or keeping it as in “play→played”?

**Rule** •As in ““play→played,” if the “y” is preceded by a vowel like the vowel “a” and “ed” is added to it, it stays a “y”—we need not have three vowels next to each other like this “play→plaied.” The “y” changes to an “i” in “pay→paid” because we are only adding a “d” not an “ed.” •But, when the “y” is preceded by a consonant, it changes to an “i” as in “cry→cried” and the reason is that we end up having only two vowels next to each other as in “cry→cried.” •Moreover, the “y” never changes to an “i” when adding “ing”; imagine changing the “y” to an “i” in “cry→criing.” We would end up with “ii” next to each other and this is unusual in English.

| trying not triing | marrying not marriing | playing not plaiing | enjoying not enjoing |

**y + ing**

try·ing	fly·ing	fry·ing	mar·ry·ing
hur·ry·ing	car·ry·ing	play·ing	stay·ing
pay·ing	en·joy·ing	toy·ing	em·ploy·ing

played not plaied | player not plaier | delays not delaís | grayest not grlaiest | grayish not graish | betrayal not betraíal | playful not plaiful

**y + ed, er, est, es**

play→played→play·er→play·ful	stay→stays→stayed
pray→prayed→pray·ers	stray→strayed
spray→sprays→sprayed	be·tray→be·trayed→be·tray·al
por·tray→por·trayed	sway→swayed
de·lay→de·layed	gray→gray·er→gray·est
de·cay→de·cayed	dis·may→dis·mayed

**adding d, not ed**

pay→paid	say→said	lay→lain, laid
over·laid, in·laid	slay→slain	day→dai·ly→dai·lies

enjoyed not enjoied | employee not emploee | boyish not boiiish | enjoyable not enjoiable  
 enjoyment not enjoiment | toys not tois | joyful not joiful | annoyance not annoiance

**oy + ed, ee, ish, ish, abl, ance, ous, s, ful, ment**

employ→employed→employer→employee

toy→toyed→toys

enjoy→enjoyed→enjoyable→enjoyment

boy→boys→boyish

annoy→annoyed→annoyance

joy→joyful→joyous

keys, not keis; keyed, not keied; kidneys, not kidneis; valleys, not valleis; attorneys, not attorneyis

**ey + ed, s**

keys	keyed	mon·keys	don·keys
------	-------	----------	----------

tur·keys	jock·eys	val·leys	al·leys
----------	----------	----------	---------

trol·leys	gal·leys	kid·neys	jour·neys
-----------	----------	----------	-----------

jour·neyed	at·tor·neys	chim·neys	money
------------	-------------	-----------	-------



➤ Exception ➡ ey → i + es → monies

carried not carryed | carriage not carryage | carrier not carryer | angrily not angryly | salaries not salaryes | burier not buryer |funniest not funnyest |dignified not dignified | happiness not happyness | possibilities not possibilityes | friendliness not friendlyness

**y → i + ed, er, es, est, age, ly, ness**

carry→carried→carriage→carrier

angry→angrily

marry→married→marriage

salary→salaries

merry→merrier→merriest

bury→buried→burier

funny→funnier→funniest

dignity→dignified

happy→happier→happiest→

happily→happiness

friendly→friendlier→

friendliest→friendliness

possibility→possibilities

ability→abilities

fried not fryed | fries not fryes | replier not replyer | occupier not occupyer | denial not denyal | defiance not defyance | reliant not relyant

**y → i + ed, er, es, al, ance, ant**

fry → fries → fried → fri·ar → frying

dry → dries → drier → driest → drying

pry → pries → pried → prier → prying

shy → shier → shiest → shying

fly → flies → flier → flying

spry → spri·er → spri·est

cry → cries → cried → crying

sky → skies

sly → sli·er → sli·est

ply → plies → plied → plying

de·ny → denies → denied → denial → denying

de·fy → defies → defied → defiance → defying

oc·cu·py → occupies → occupied → occupier → occupying

al·ly → allies → allied → alliance → allying

re·ly → relies → relied → reliance → reliant → reliable → relying

ap·ply → applies → applied → applying

re·ply → replies → replied → replier → replying

sup·ply → supplies → supplied → supplier → supplying

com·ply → complies → complied → complier → compliant → complying

**y stays y** if preceded by a silent **u**, which does not count as a vowel

buy → buys → buyer

guy → guys

dry → dryness

spry → spryness

shy → shyness

dry → dryness

In these six words, the vowels “**ie**” change to a “**y**” when adding “-ing”:

**tie** → ty·ing

**die** → dy·ing

**lie** down → ly·ing

tell a **lie** → ly·ing

be·**lie** → be·ly·ing

**vie** → vy·ing

Read aloud the above 276 words in Lesson 77 and then use **four** copies of page 16 to copy the words you read.

 Fill in the blanks using “y” or “i”:

tr _ ing	fl _ ing	fr _ ing	marr _ ing
hurr _ ing	carr _ ing	pla _ ing	sta _ ing
pa _ ing	enjo _ ing	emplo _ ing	to _ ing
pla _ ed	pla _ er	sta _ s	sta _ ed
pra _ s	pra _ ed	pa _ d	da _ ly
da _ lies	sa _ d	sla _ n	la _ n
la _ d	overla _ d	inla _ d	monke _ s
attorne _ s	kidne _ s	ke _ ed	valle _ s
journe _ ed	carr _ ed	carr _ age	marr _ ed
marr _ age	merr _ er	merr _ est	bur _ ed
bur _ er	funn _ er	funn _ est	happ _ er
happ _ est	happ _ ly	happ _ ness	dignif _ ed
cr _ es	cr _ ed	cr _ ing	sk _ es
sh _ est	fl _ es	fl _ er	fl _ ing
pl _ ers	appl _ es	den _ es	def _ es
rel _ es	repl _ es	suppl _ es	all _ es
appl _ ed	def _ ed	occup _ ed	rel _ ed
repl _ ed	suppl _ ed	compl _ ed	compl _ ant
repl _ ing	occup _ ing	rel _ ing	all _ ance
rel _ able	suppl _ er	den _ er	occup _ er
compl _ er	bu _ s	bu _ er	gu _ s
dr _ ness	spr _ ness	sh _ ness	sh _ er
t _ ing	d _ ing	l _ ing	v _ ing



**Lesson 78:** The “y” in “-ify” changes to an “i” (justify→ justified) and it occurs in 20 words.

**Rule** The “y” in “-ify” as in “justify” changes to an “i” because it is preceded by a consonant. As in “justify, remember the fact that the “y” sounds like a long i in this “-ify” verb ending and Memorize the spelling of the ending “-ify” in these 20 words:

u·ni·fy	sig·ni·fy	dig·ni·fy	sim·pli·fy
am·pli·fy	qual·i·fy	ver·i·fy	clar·i·fy
glo·ri·fy	ter·ri·fy	hor·ri·fy	pu·ri·fy
ram·i·fy	cru·ci·fy	jus·ti·fy	tes·ti·fy
cer·ti·fy	rat·i·fy	grat·i·fy	mod·i·fy

**y → i + ed, es, er, able**

u·ni·fies	u·ni·fied	sig·ni·fies	sig·ni·fied
dig·ni·fies	dig·ni·fied	sim·pli·fies	sim·pli·fied
qual·i·fies	qual·i·fied	am·pli·fies	am·pli·fier
ver·i·fies	ver·i·fied	ver·i·fi·a·ble	pur·i·fies
pur·i·fied	clar·i·fies	clar·i·fied	glor·i·fies
glo·ri·fied	ter·ri·fies	ter·ri·fied	hor·ri·fies
hor·ri·fied	ram·i·fies	ram·i·fied	cru·ci·fies
cru·ci·fied	jus·ti·fies	jus·ti·fied	jus·ti·fi·a·ble
tes·ti·fies	tes·ti·fied	cer·ti·fies	cer·ti·fied
rat·i·fies	rat·i·fied	grat·i·fies	grat·i·fied
mod·i·fies	mod·i·fied	hu·mid·i·fies	hu·mid·i·fier
[sac·ri·fice] ↗	sac·ri·fi·ces	sac·ri·ficed	sac·ri·fi·cing]
[sat·is·fy] ↗	sat·is·fies	sat·is·fied	sat·is·fy·ing]
[pac·i·fy] ↗	pac·i·fi·er]		

Read aloud the above 74 words in Lesson 78 and then use **one** copy of page 16 to copy them.

For the complete rules and detailed practice lessons of all the sounds and spelling patterns of **Y**, please see *Learn to Spell 500 Words a Day: The Consonants* (Volume 6) by Camilia Sadik.

**Lesson 79:** The vowel “y” inside words as in “a·sy·lum” and inside syllables as in “syn·tax”

**Rule** As in type, dye, and gym, the “y” can become the vowel **I** inside words. The people who developed written English may have borrowed the “y” because the “i” was not enough to spell all the words that had the sound of “i.” As in “die” and “dye,” they thought that two words that shared the same sound but had two different meanings should be spelled in two different spelling patterns. In short, they borrowed the “y” to spell more words and once a specific new spelling pattern was accepted into English for whatever reason, more words ended up being spelled with it.

Perhaps this pattern was first accepted into English to tell apart “time” and “thyme”, and once the pattern was used, a few more words ended up being spelled with it:

type	style	en·zyme	thyme
rhyme	an·a·lyze	par·a·lyze	an·o·dyne
ac·o·lyte	pyre	tyke	Kyle

Perhaps this pattern was first accepted into English to tell apart “die” and “dye” and once the pattern was used, a few more words ended up being spelled with it:

dye	dyed	dye·ing	eye
bye-bye	rye	ryes	lye

Perhaps this pattern was first accepted into English to tell apart “bi” as in “bicycle” and “by” as in “bypass.” Once the pattern was used, many more words ended up being spelled with it:

by·pass	hy·per	cy·cle	a·sy·lum
psy·chol·o·gy	dy·nam·ic	ly·ing	py·thon
ty·phoid	ty·rant	thy·roid	my·self
gy·ne·col·o·gist	gy·rate	ny·lon	coy·o·te

Perhaps this pattern was first accepted into English to tell apart “hymn” and “him,” and once the pattern was used, more words ended up being spelled with it:

gym	hymn	myth	lynx
phys·i·cal	dys·lex·i·a	mys·ter·y	sys·tem
an·a·lyst	sym·pho·ny	typ·i·cal	syl·la·ble

Read aloud the above 52 words in Lesson 79 and then use **one** copy of page 16 to copy the words you read.



## Lesson 80: Mnemonic tips to remember 64 problematic words: dessert and desert

**dessert, desert:** I like eating two **dessert**; the “**ss**” is for “two” **desserts**.

**principal, principle:** The **principal** of the school is my **pal**.

**business:** There is the word “**bus**” inside of the word “**business**.”

**seen, scene:** I have **seen** a better **scene** than this one.

**millennium:** There are “**ll**” and “**nn**” in “**millennium**.”

**museum** with “**se**” not “**si**”: We “**see**” things in the “**museum**.”

**cemetery:** There are three “**e**’s” in “**cemetery**.”

**semester:** There are three “**e**’s” in “**semester**.”

**separate:** It is a “**pa**” in “**separate**,” not a “**pe**.”

**controversial:** The “**s**” as in “**controversial**” contradicts all the rules.

**accept, except:** I put “**accept**” on all of them **except** this one, I put an “**x**” on it.

**accede, exceed:** He will **accede** the throne and may **exceed** his limits.

**piece:** I ate a **piece** of **pie**.

**peace:** I will eat some **pea** soup and have some **peace** and quiet.

**hear, here:** There is the word “**ear**” inside of the word “**hear**.”

**here:** The “**ere**” inside “**here**,” “**there**,” and “**where**” is for locations.

**their, there:** **Their** neighbor is **eighty-eight**.

**meet, meat:** They will **meet** you at the **meat** market.

**week, weak:** He felt too **weak** to go out this **week**.

**alter, altar:** The **altar** boy will **alter** his shirt before going to church.

**eight, ate:** They **ate** at **eight** o'clock.

**weight, wait:** He will **wait** until he loses some **weight**.

**reign, rain:** The king liked **rain**; his **reign** lasted 20 years.

**vein, vain:** The nurse stuck a needle in that **vain** girl's **vein**.

**weigh, way:** She is on her **way** to **weigh** herself.

**haul, hall:** Paul will **haul** his sofa to that **hall**.

**whole, hole:** He spent a **whole** hour digging that **hole**.

**false, falls:** Is it true or **false** that you went to Niagara **Falls**?

**choir, coir, quire:** A **choir** sings; **quire** is a set of 24.

**choral, coral:** A **coral** is a red stone; **choral** pertains to choir.

**cue, queue:** **Cue** me for the quiz; to **queue** is to wait in line.

**pare, pair, pear:** He would **pare** your **pair** of **pears** for you.

**bare, bear:** **Bear** with me; I am feeding this **bare**footed **bear**.

**barely:** I **barely** saw that **bare**foot person.

**break brake:** I took a **break** to fix my **brakes**; I ate a **steak** for **breakfast**.

**wear, where, ware:** I will **wear** my jacket, but **where** is the hardware store?

**wear, tear:** Our building has some **wear** and **tear**.


**Lesson 81:** The sound of the long vowel ē spelled with “ea” as in “meat”

**Rule** As in “meat,” when the two vowels “ea” are next to each other in a stressed syllable, the “e” sounds long like the name of the letter E and the “a” is silent. This spelling pattern of long ē occurs in approximately 370 useful words, which are all available in *Learn to Spell 500 Words a Day: The Vowel E* (Volume 2).

### Details

**Meaning of a Long Vowel:** The “e” is said to have a long sound when it sounds like the name of the letter E. The “e” as in “meat,” sounds just like the name of the letter E and that makes it a long ē.

As in “meat,” when the two vowels “e” and “a” are next to each other in a stressed syllable, the first one, which is the “e” does the talking and the second one, which is the “a,” is silent. The silent “a” is there just to help the “e” say E.

Again, when we say E, it means that, the “e” is able to sound like the name of the letter E. Being able to say the name of the letter E means that the “e” is long. The “e” is long in “meat” because the silent “a” is helping the “e” to stay a long ē. Compare “met” with “meat.” Without the silent “a,” we would have the word “met” not “meat.”



Compare the short ē with the long ē in these words:

met, meat	set, seat	net, neat
pet, peat	bet, beat	betting, beating
better, beater	men, mean	led, lead
pled, plead	bed, bead	bedding, beading
redder, reader	stem, steam	stemmed, steamed
stemming, steaming	chef, sheaf	best, beast
fest, feast	less, lease	lesser, leaser
peck, peak	speck, speak	beck, beak
tech, teach	tell, teal	hell, heal
sell, seal	dell, deal	repel, repeal

The “ea” phonic is in approximately **370** words, 104 of them are one-syllable words. Forty-four of the 370 words are listed on this page and the rest are in the *Learn to Spell 500 Words a Day: The Vowel E* (Volume 2).



Read aloud slowly all the practice lessons in this book; read aloud whether asked or not asked to do so. Reading aloud is for hearing the sounds and memorizing the correct spelling of words. Read slowly to see the way words are spelled and to avoid seeing letters and words in a reversed manner. To prevent dyslexia, avoid speed-reading before learning to read and spell words. If in a classroom, students need to read aloud together in one rhythm. If not in a classroom, they may read aloud alone:

team	teamed	team·ing	steam
steamed	steam·ing	seam	seamed
seam·stress	ream	dream	dream·ing
cream	ice cream	cream·er	scream
screamed	scream·ing	stream	beam
gleam	gleams	gleamed	gleam·ing
Dean	dean	bean	lean
leaned	lean·ing	clean	cleaned
clean·ing	clean·er	glean	gleaned
mean	mean·er	mean·est	de·mean·or
mis·de·mean·or	wean	weaned	jean

Read aloud **slowly** the above 101 words in Lesson 81 and then use **two** copies of page 16 to copy the words you read. If you are teaching students, don't just ask them to slow down; allow them the time to do so.

 For the complete rules with very detailed practice lessons of all the sound and the spelling patterns of the five vowels, please switch to reading *Learn to Spell 500 Words a Day* (six volumes) by Camilia Sadik. Each vowel is in a volume; the titles of the six volumes are: *The Vowel A*; *The Vowel E*, *The Vowel I*, *The Vowel O*, *The Vowel U*, and *The Consonants*.



## Lesson 82: The sound of the long vowel ē spelled with “ee” as in “meet”

**Rule** As in “meet,” when the two vowels “ee” are next to each other in a stressed syllable, the “e” sounds long like the name of the letter E and the second “e” is silent. This spelling pattern of long ē occurs in approximately 240 useful words, which are all available in the Vowel E book.

### Details

**Meaning of a Long Vowel:** The “e” is said to have a long sound when it sounds like the name of the letter E. The first “e” as in “meet,” sounds just like the name of the letter E and that makes it a long ē.

As in “meet,” when the two vowels “e” and “e” are next to each other in a stressed syllable, the first one, which is the first “e” does the talking and the second one, which is the second “e,” is silent. The silent “e” is there just to help the first “e” say E.

Again, when we say E, it means that, the “e” is able to sound like the name of the letter E. Being able to say the name of the letter E means that the “e” is long. The “e” is long in “meet” because the silent “e” is helping the first “e” to stay a long ē. Compare “met” with “meet.” Without the silent “e,” we would have the word “met” not “meet.”



Compare short ē with long ē in these words:

met, meet	bet, beet	sweat, sweet
pep, peep	step, steep	hell, heel
fell, feel	check, cheek	peck, peek
wreck, reek	ten, teen	Ken, keen
fed, feed	wed, weed	wedded, weeded
wedding, weeding	bled, bleed	Ned, need
Ted, teed	Fred, freed	sped, speed
head, heed	dead, deed	guess, geese
steep	free·lance	com·mit·tee
pro·ceed	dis·creet	steel
self-esteem	teen·ag·er	twee·zers

Read aloud slowly the above 56 words in Lesson 82 and then use **one** copy of page 16 to copy the words you read.



### Lesson 83: The sound of the long vowel ā spelled with “ai” as in “main”

**Rule** As in “rain,” when the two vowels “ai” are next to each other in a stressed syllable, the “a” sounds long like the name of the letter A and the “e” is silent. Moreover, as in the word “rain” and as in the syllable “rain” in “rain·bow,” when “a” and “i” are next to each other in one syllable that is stressed, the “a” has the sound of the name of the letter A and the “i” is silent. This spelling pattern of long ā occurs in approximately 210 useful words, which are all available in the Vowel A book.

#### Details

**Meaning of a Long Vowel:** The “a” is said to have a long sound when it sounds like the name of the letter A. The “a” as in “rain,” sounds just like the name of the letter A and that makes it a long ā.

As in “rain,” when the two vowels “a” and “i” are next to each other in a stressed syllable, the first one, which is the “a,” does the talking and the second one, which is the “i,” is silent. The silent “i” is there just to help the “a” say A.

Again, when we say A, it means that, the “a” is able to sound like the name of the letter A. Being able to say the name of the letter A means that the “a” is long. The “a” is long in “rain” because the silent “i” is helping the “a” to stay a long ā. Compare “ran” with “rain.” Without the silent “i,” we would have the word “ran” not “rain.”



Compare the short ā with the long ā in these words:

ran, rain	man, main	pan, pain	plan, plain
van, vain	bran, brain	Stan, stain	pal, pail
mad, maid	Brad, braid	ad, aid	add, aide
bat, bait	clam, claim	am, aim	

Read aloud slowly:

rain	grain	in·grain	ar·aign
pain	cam·paign	Cham·paign	do·main
de·railed	fail·ure	pre·vail	aide
pro·claim	wait	por·trait	straight
faith·ful	ap·prais·al	li·ai·son	waivers

 Read aloud slowly the above 50 words in Lesson 83 and then use **one** copy of page 16 to copy the words you read.


**Lesson 84:** The sound of the long vowel ī spelled with “ie” as in “tie”

**Rule** As in “tie,” when the two vowels “ie” are next to each other in a stressed syllable, the “i” can sound long like the name of the letter I and the “e” is silent. This pattern occurs in a limited number of words, approximately 24.

**Rule** As in “dye,” when the two vowels “ye” are next to each other in a stressed syllable, the “y” sounds long like the name of the letter “I” and the “e” is silent. This pattern is in a limited number of words, approximately 18 useful words.



Compare these spelling patterns of long ī inside words and at the end of words  
**rye, ri·ot**      **lye, lie, li·ar**      **dye·ing, dy·ing**      **bye, by, buy, bi**

Read aloud slowly to remember to spell with “ie” in these words:

**tie**      **die**      **lie**      **be·lie**

**un·der·lie**      **vie**      **pie**      **pies**

Adding “-ing” to the above words, changes the “ie” to a “y”:

**tie→ty·ing**      **die→dy·ing**      **lie** down→**ly·ing**

**tell a lie→ly·ing**      **be·lie→be·ly·ing**      **vie→vy·ing**

She wasn’t **lying** to us.

She was **lying** down.

I’m not **lying** to you.

I was **lying** on the sofa.

He **laid** the towel on the sand.

He **lied** on the towel.

Read aloud slowly to remember to spell with “ye” in these words:

**dye**      **dyed**      **dye·ing**      **eye**

**eyes**      **eyed**      **eye·balls**      **eye·brows**

**eye·lids**      **eye·liner**      **eye to eye**      **bye**

**good·bye**      **bye-bye**      **rye**      **lye**

 Read aloud slowly the above 30 words in Lesson 84 and then use **one** copy of page 16 to copy the words you read.



## Lesson 85: The sound of the long vowel ő spelled with “oe” as in “toe”

**Rule** As in “**toe**,” when the two vowels “**oe**” are next to each other in a stressed syllable, the “**o**” sounds long like the name of the letter **O** and the “e” is silent. This pattern occurs in a limited number of words, approximately 24 useful words.

### Details

**Meaning of a Long Vowel:** The “**o**” is said to have a long sound when it sounds like the name of the letter **O**. The “**o**” as in “**toe**,” sounds just like the name of the letter **O** and that makes it a long ő.

As in “**toe**,” when the two vowels “**o**” and “**e**” are next to each other in a stressed syllable, the first one, which is the “**o**” does the talking and the second one, which is the “**e**,” is silent. The silent “**e**” is there just to help the “**o**” say **O**.

Again, when we say **O**, it means that, the “**o**” is able to sound like the name of the letter **O**. Being able to say the name of the letter **O** means that the “**o**” is long. The “**o**” is long in “**toe**” because the silent “**e**” is helping the “**o**” to stay a long ő. Compare “**cot**” with “**coat**.” Without the silent “**a**,” we would have the word “**cot**” not “**coat**.” Moreover, the “**oe**” phonic may have been created to tell apart two words like “**toe**” and “**tow**,” and once the “**oe**” pattern was created, it ended up being used in more words.



Compare the different spelling patterns of the long ő in these words:

**toe, tow**

**throœ, throw**

**roe, row**

**sloœ, slow**

**fœ, flow**

Read aloud slowly to remember to spell with “oe” in these **24** words:

<b>toe</b>	<b>tip·toe</b>	<b>tip·toed</b>	<b>tip·toe·ing</b>
<b>Joe</b>	<b>Moe</b>	<b>foe</b>	<b>foes</b>
<b>floœ</b>	<b>fœs</b>	<b>woe</b>	<b>woes</b>
<b>throœ</b>	<b>throes</b>	<b>roe</b>	<b>roes</b>
<b>doœ</b>	<b>hoe</b>	<b>hoes</b>	<b>sloœ</b>
<b>sloœs</b>	<b>al·œ</b>	<b>o·boœ</b>	<b>o·boes</b>

Read aloud slowly the above 34 words in Lesson 85 and then use **one** copy of page 16 to copy the words you read.

 **Lesson 86** The long sound of the vowel **ō** spelled with “**oa**” as in “**coat**”

**Rule** As in “**coat**,” when the two vowels “**oa**” are next to each other in a stressed syllable, the “**o**” sounds long like the name of the letter **O** and the “**a**” is silent. This spelling pattern of long **ō** occurs in approximately 144 useful words.

**Details**

**Meaning of a Long Vowel:** The “**o**” is said to have a long sound when it sounds like the name of the letter **O**. The “**o**” as in “**coat**,” sounds just like the name of the letter **O** and that makes it a long **ō**.

As in “**coat**,” when the two vowels “**o**” and “**a**” are next to each other in a stressed syllable, the first one, which is the “**o**” does the talking and the second one, which is the “**a**,” is silent. The silent “**a**” is there just to help the “**o**” say **O**.

Again, when we say **O**, it means that, the “**o**” is able to sound like the name of the letter **O**. Being able to say the name of the letter **O** means that the “**o**” is long. The “**o**” is long in “**coat**” because the silent “**a**” is helping the “**o**” to stay a long **ō**. Compare “**cot**” with “**coat**.” Without the silent “**a**,” we would have the word “**cot**” not “**coat**.” Moreover, the “**oa**” phonic is useful to tell apart two words like “**roam**” and “**Rome**.”



Compare short **ō** with long **ō** in these words:

got, goat	cot, coat	sock, soak	clock, cloak
Todd, toad	rod, road	cost, coast	John, Joan

Read aloud slowly to remember to spell with “**oa**” in these words:

coat·ed	goat·ee	moat	throat
oat·meal	float	gloat	bloat
oath	loath·some	down·load	goad
poach	coach	broach	en·croach
re·proach	ap·proach	coast	boast·er
groan	foam	oar	coarse
hoarse	up·roar	soar	hoard
board·walk	coal·mine	coax	oaf

 Read aloud slowly the above 50 words in Lesson 86 and then use a copy of page 16 to copy the words you read.



## Lesson 87: The long sound of the vowel **ō** spelled with “ou” as in “soul”

**Rule** As in “soul,” when the two vowels “ou” are next to each other in a stressed syllable, the “o” sounds long like the name of the letter **O** and the “u” is silent. This pattern occurs in a limited number of words, approximately 36 useful words.

### Details

**Meaning of a Long Vowel:** The “o” is said to have a long sound when it sounds like the name of the letter **O**. The “o” as in “soul,” sounds just like the name of the letter **O** and that makes it a long **ō**.

As in “soul,” when the two vowels “o” and “u” are next to each other in a stressed syllable, the first one, which is the “o” does the talking and the second one, which is the “e,” is silent. The silent “e” is there just to help the “o” say **O**.

Again, when we say **O**, it means that, the “o” is able to sound like the name of the letter **O**. Being able to say the name of the letter **O** means that the “o” is long. The “o” is long in “soul” because the silent “u” is helping the “o” to stay a long **ō**. Compare “cot” with “coat.” Without the silent “a,” we would have the word “cot” not “coat.” Moreover, the “ou” pattern may have been created to tell apart two words like “soul” from “sole,” and once the pattern was created, more words ended up being spelled with it.



Compare the different spelling patterns of the long **ō** in these words:

**soul, sole**

**mould, mold**

**dough, doe**

**mourn·ing, morn·ing**

**your, yore**

**four, for**

Read aloud slowly to remember to spell with “ou” in these **40** words and then copy them:

**soul**

**souls**

**shoul·der**

**mould**

**course**

**cour·ses**

**of course**

**source**

**sour·ces**

**re·source**

**re·source·ful**

**four**

**your**

**pour**

**pours**

**poured**

**pour·ing**

**mourn**

**mourns**

**mourned**

**mourn·ing**

**court**

**court·house**

**court·ly**

**cour·te·ous**

**Court·ney**

**bour·geois**

**bour·geoi·sie**

**bou·quet**

**dough**

**sour·dough**

**though**

**al·thoug**

**bor·ough**

**thor·ough·ly**

**thor·ough**



## Lesson 88: The long sound of the vowel **ū** spelled with “ue” as in “continue”

**Rule** As in “con·tin·ue,” when the two vowels “ue” are next to each other in a stressed syllable, the “u” sounds long like the name of the letter U and the “e” is silent. This pattern occurs in approximately 56 useful words.

### Details

**Meaning of a Long Vowel:** The “u” is said to have a long sound when it sounds like the name of the letter U. The “u” as in “con·tin·ue,” sounds just like the name of the letter U and that makes it a long **ū**.

As in “con·tin·ue,” when the two vowels “u” and “e” are next to each other in a stressed syllable, the first one, which is the “u” does the talking and the second one, which is the “e,” is silent. The silent “e” is there just to help the “u” say U.

Again, when we say U, it means that, the “u” is able to sound like the name of the letter U. Being able to say the name of the letter U means that the “u” is long. The “u” is long in “con·tin·ue” because the silent “e” is helping the “u” to stay a long **ū**. Compare “cot” with “coat.” Without the silent “a,” we would have the word “cot” not “coat.” Moreover, the “oe” pattern may have been created to tell apart two words like “blue” from “blew,” and once the pattern was created, more words ended up being spelled with it.

Know that long **ū** has two slightly different sounds; it sounds like (yoo) as in “con·tin·ue” and like “oo” without the “y” as in “blue.” As in “blue,” when the “u” and “e” are walking, the “u” does the talking and the “e” is silent.



Compare the different spelling patterns of the long **ū** in these words:

due, dew, do	blue, blew	clue, clew
flue, flew, flu	slue, slew	rued, rude
cue, queue	cues, queues	cued, queued

Read aloud slowly to remember to spell with “ue” in these **28** words and then copy them:

blue	clue	glue	over·due
sub·due	res·i·due	en·due	ar·gue
rue	true	con·strue	grue·some
ac·crue	sue	pur·sue	vir·tue
stat·ue	Tues·day	is·sue	tis·sue
en·sue	ven·ue	con·tin·ue	ret·i·nue
rev·e·nue	av·e·nue	cue	res·cue

**Lesson 89:** The long sound of the vowel **ū** spelled with “ui” as in “suit”

**Rule** As in “suit” and as in “suit-case,” when the two vowels “ui” are next to each other in a stressed syllable, the “u” sounds long like the name of the letter **U** and the “i” is silent. This pattern occurs in a limited number of words, approximately 14 useful words.

**Details**

**Meaning of a Long Vowel:** The “u” is said to have a long sound when it sounds like the name of the letter **U**. The “u” as in “suit,” sounds just like the name of the letter **U** and that makes it a long **ū**.

As in “suit,” when the two vowels “u” and “i” are next to each other in a stressed syllable, the first one, which is the “u” does the talking and the second one, which is the “i,” is silent. The silent “i” is there just to help the “u” say **U**.

Again, when we say **U**, it means that, the “u” is able to sound like the name of the letter **U**. Being able to say the name of the letter **U** means that the “u” is long. The “u” is long in “suit” because the silent “i” is helping the “u” to stay a long **ū**. Compare “pursue” with “pursuit” and notice that the “ui” pattern occurs inside words.

Know that long **ū** has two slightly different sounds; it sounds like (yee) as in “con·tin·ue” and like “ee” without the “y” as in “suit.” As in “suit,” when the “u” and “i” are walking, the “u” does the talking and the “i” is silent.

Read aloud slowly to remember to spell with “ui” in these **14** words:

fruit	fruit·ful	fruit·less	juice
bruise	re·cruit	suit	suits
suit·a·ble	un·suit·ed	pur·suit	suit·or
suit·case	law·suit		

**Note** The two vowels walking rule applies only to specific tow vowels. Like the “ue” in “con·tin·ue” the two vowels must be in the same syllable and that syllable must be stressed. The two vowels helping each other rule applies only to specific two vowels that are next to each other; it does not randomly apply to any two vowels next to each other. Specifically, it occurs in these **10** spelling patterns:

1. The “ai” as in “rain”
2. The “ee” as in “meet”
3. The “ea” as in “meat”
4. The “ie” as in “tie”
5. The “ye” as in “dye”
6. The “oe” as in “toe”
7. The “oa” as in “coat”
8. The “ou” as in “soul”
9. The “ue” as in “continue”
10. The “ui” as in “suit”



## Lesson 90: Compare homonyms in sentences to remember their spelling

Two sample lessons taken from *Learn to Spell 500 Words a Day*

Try to remember some of these words from the previous two stories about "Elaine" and "Jake." For instance, "Jake" was the one who had an "airplane" and "Elaine" was the one who ate "plain" yogurt. The "ai" words and "a-e" words were separated for you in two different stories. You may go back and read the two stories aloud as many times as needed, until you are able to remember the words used in each story.



Compare:

- Jake is the one who had an air·plane, and Elaine ate plain yo·gurt.
- Jane did not like driv·ing in the left lane.
- Bailey saw the phone lain on the ground.
- Elaine was the one who had a maid, and Jake made a cake.
- Elaine's mail was de·layed. Jake had one male friend.
- Elaine's pail was filled with snails and bait. Jane looked pale.
- Elaine had a sail·boat. Jake's plane was for sale.
- Elaine had a pony·tail. Jake didn't fin·ish tell·ing his tale.
- Elaine's wa·ter fees were waived af·ter the rain.
- Jake couldn't see him·self waving good·bye to Dave.
- Jake stepped on his car's brakes be·fore he ran o·ver a snake.
- Jake's whole fu·ture was at stake.
- I took a break to eat steak and eggs dur·ing my break·fast.
- Jake lived dur·ing the past dec·ade.
- Jay's teeth are not de·cayed.
- The mil·lion·aire went up·stairs. The scare·crow didn't dare stare.
- The mil·lion·aire said, "This is not fair!"
- The scare·crow didn't have mon·ey for car·fare.
- The scare·crow was will·ing to share his silver·ware.



Compare words' meaning to remember their spelling:

- I just can't **flee** (v.) from these bugs and **fleas** (n.).
- I like to **see** the **sea** and sit by the **sea**·shore.
- “**See**” is a verb and “**sea**” is a noun; and verbs like “**ee**.”
- I don't eat **meat**, but I **meet** peo·ple who do.
- The word **eat** is in·side the word **meat**.
- I feel too **weak** to go out this **week**.
- Is it **re·al** that he thinks he will **reel** in this fish?
- This **heal·er** can **heal** my left **heel**.
- We have two **heels** and two **e**'s, one “**e**” for each **heel**.
- The thief wants to **steal** the stain·less **steel** spoons.
- The **seams** of your skirt **seem** to be rip·ping.
- Do you care to **team** up with the vol·ley·ball **team**?
- Flies **teem** and swarm a·round trash·cans.
- I have **seen** a bet·ter **scene** than this one.
- **Dean** has **been** eat·ing rice and **beans**.
- My **dear**, please don't shoot that beau·ti·ful **deer**.
- I am **buy·ing** sheer panty·hose.
- The verb **sheer** means to **veer** a·way, as in to **swerve**.
- To **shear** means to clip with **shears** or **scis·sors**.
- Notice the word **ear** in·side the word **hear**.
- I am **here** and I can **hear** you.
- You can dance to a **beat**; you can cook **beets**.
- Don't con·fuse the spell·ing of -led in **sealed**, **re·vealed**, **healed**, **squealed**, **pealed**, **ap·pealed**, and **kneeled**, with the **ld** sound in **field**, **shield**, and **yield**.

 **Lesson 91:** The long sound of the vowel **ā** spelled with the “**a-e**” phonic as in “**fate**”

**Rule** As in “**fate**,” one consonant between two vowels in a stressed syllable like the one “**t**” in “**fate**,” cannot keep the two vowels from helping each other. Therefore, the silent “**e**” in “**fate**” can still help make the “**a**” long. To prevent two vowels from walking together, a consonant doubles as in “**fat**, **fatter**, **fattest**.” This spelling pattern of long **ā** is in approximately 413 words.

### Details

**weak** A consonant is a weak letter in English, and thus having only one consonant between two vowels is like having no consonant. With or without one consonant between two vowels, the two vowels can still help each other. Any single consonant between two vowels is too weak, and this is the reason that consonants double. This single dash between these two vowels “**a-e**” represents any single consonant.

**t→tt** If we do not want the first vowel to be long, we double the consonant between the two vowels like this “**a--e**”. For instance, if the “**a**” sound is long, we spell with one “**t**” after the “**a**” as in “**later**”; and if the “**a**” does not sound long, we spell with “**tt**” after it as in “**latter**.” Likewise, if the “**a**” sound is long, we spell with one “**p**” after it as in “**scraped**”; and if the “**a**” sound is short, we spell with “**pp**” after it as in “**scrapped**.”

**n→nn** Similarly, if the “**i**” sound is long, we spell with one “**n**” after it as in “**diner**”; and if the “**i**” sound is short, we spell with “**nn**” after it as in “**dinner**.”

**p→pp** If the “**o**” sound is long, we spell with one “**p**” after it as in “**hoped**”; and if the “**o**” sound is not long, we spell with “**pp**” after it as in “**hopped**.”

☛ Compare short **ā** with long **ā**:

<b>fat, fate</b>	<b>hat, hate</b>	<b>rat, rate</b>	<b>mat, mate</b>
<b>at, ate</b>	<b>fad, fade</b>	<b>tap, tape</b>	<b>plan, plane</b>
<b>pan, pane</b>	<b>pal, pale</b>	<b>mal, male</b>	<b>Al, ale</b>
<b>mad, made</b>	<b>Sam, same</b>	<b>dam, dame</b>	<b>snack, snake</b>

Read aloud slowly to remember to spell with **ā-e** in these words:

<b>make</b>	<b>made</b>	<b>razor-blade</b>	<b>per-me-ate</b>
<b>es-tate</b>	<b>land-scape</b>	<b>crave</b>	<b>wave</b>
<b>be-hav-iор</b>	<b>tale</b>	<b>in-flame</b>	<b>mun-dane</b>
<b>hu-man-e</b>	<b>ram-page</b>	<b>paced</b>	<b>brace-let</b>
<b>grace</b>	<b>grace-ful</b>	<b>e-rase-d</b>	<b>a-maze</b>

**Note:**

The “vowel + one consonant + e” rule applies only to specific two vowels that fall in the same syllable, and that syllable must be stressed. All such specific vowels are presented in *Learn to Spell 500 Words a Day*. See these examples of any single consonant being weak between two vowels: | **plane**’ | **air·plane**’ | **these**’ | **Leb·a·nese**’ | **side**’ | **out·side**’ | **scope**’ | **mi’·cro·scope**’ | **hope**’ | **hope’·ful** | **fume**’ | **per·fume**’ |

**a-e=ā**

**e-e = ē**

**i-e = ī**

**o-e = ō**

**u-e = ū**

One consonant between two vowels is too weak.



## Lesson 92: The long sound of vowel ē spelled with “e-e” as in “complete”

**Rule** As in “Pete,” one consonant between two vowels in a stressed syllable like the one “t” in “Pete,” cannot keep the two vowels from helping each other. Therefore, the silent “e” in “Pete” can still help make the first “e” long. To prevent two vowels from walking together, a consonant doubles as in “pet, petted, petting.” This spelling pattern of long ē is in approximately 76 words.

Read aloud slowly to remember to spell with ē-e in these words:

Pete	com·pete	con·crete	ex·crete
se·crete	dis·crete	com·plete	mete
de·lete	ath·lete	re·plete	ob·so·lete
re·cede	pre·cede	in·ter·cede	con·cede
se·cede	im·pede	su·per·sede	here
scene	ex·treme·ly	pho·neme	scheme
sche·ma	these	Jap·a·nese	Chi·nese
Vi·et·nam·ese	Le·ba·nese	Vien·nese	Su·da·nese
Bur·mese	Bal·i·nese	Si·a·mese	Mal·tese
o·bese	Steve	Eve	eve·ning



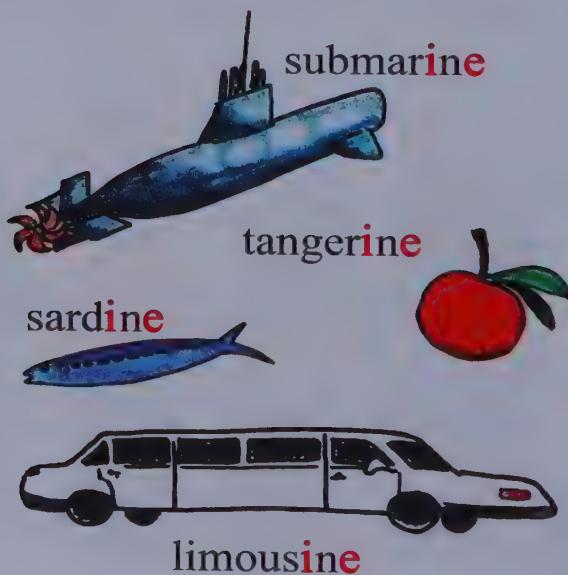


### Lesson 93: The long sound of the vowel ē spelled with “i-e” as in “routine”

**Rule** As in “rou·tine,” one consonant between two vowels in a stressed syllable like the one “n” in “rou·tine,” cannot keep the two vowels from helping each other. Therefore, the “e” in “rou·tine” can still help make the “i” long. This “i-e” pattern of long ē occurs at the end of a few long words as in “rou·tine” and the pattern may have been created to tell apart words like “suite” and “sweet,” and once the pattern was created, more words ended up being spelled with it. This spelling pattern of long ē is in approximately 21 words. Another possible reason why the “i” can sound like a long ē is that, in many cases, the “i” originates from the long ē sound, as in: hap·py→ hap·pi·er→ hap·pi·est→ hap·pi·ness.

Read these **21** words aloud slowly:

Max·ine	Ja·nine	rou·tine	mag·a·zine
gas·o·line	lim·ou·sine	vac·cine	sa·rine
tan·ger·ine	ma·rine	sub·ma·rine	mor·phine
Phi·lip·pine	ma·chine	ma·chin·er·y	ma·chin·ist
na·ïve	po·lice	ex·per·tise	re·gime
suite			





## Lesson 94: The long sound of the vowel **i** spelled with “i-e” as in “bite”

**Rule** We learned, as in “tie” that when two vowels are next to each other in a stressed syllable, the first one “i” has a long sound and the second one is silent. Compare “bit” with “bite.” As in “bite,” “i” and “e” can still help each other because the one “t” is too weak between two vowels. One “t” between “i” and “e” cannot keep the “e” from helping the “i.” The “i” is being helped to sound like the name of the letter **I** (long **i**). Not only the “t,” but any one consonant between the two vowels is weak (ripe). This spelling pattern of long **i** is in approximately 288 words.

□ Compare short **i** with long **i**:

Mick, <b>Mike</b>	lick, <b>like</b>	hick, <b>hike</b>	pick, <b>pike</b>
<b>Sid</b> , <b>side</b>	slid, <b>slide</b>	slid, <b>slide</b>	<b>rid</b> , <b>ride</b>
<b>bid</b> , <b>bide</b>	hid, <b>hide</b>	rip, <b>ripe</b>	<b>strip</b> , <b>tripe</b>
stripped, <b>striped</b>	grip, <b>gripe</b>	gripped, <b>griped</b>	whip, <b>wipe</b>
whipped, <b>wiped</b>	pip, <b>pipe</b>	kit, <b>kite</b>	bit, <b>bite</b>
wit, <b>white</b>	quit, <b>quite</b>	sit, <b>site</b>	mitt, <b>mite</b>
spit, <b>spite</b>	mill, <b>mile</b>	pill, <b>pile</b>	fill, <b>file</b>
till, <b>tile</b>	bill, <b>bile</b>	Tim, <b>time</b>	limb, <b>lime</b>
slim, <b>slime</b>	rim, <b>rime</b>	grim, <b>grime</b>	dim, <b>dime</b>
din, <b>dine</b>	dinner, <b>din·er</b>	pin, <b>pine</b>	spin, <b>spine</b>
fin, <b>fine</b>	twin, <b>twine</b>		

Read these words aloud slowly:

<b>Mike</b>	re·side	col·lide	wipe·out
pipe·line	write	rite	ig·nite
ex·tra·dite	strife	strive	o·blige
be·guile	ex·ile	re·con·cile	life·time
gold·mine	de·fine	di·vine	rhine·stone
en·twine	fire·fighter	at·tire	ac·quir
trans·pired	en·tice	mer·chan·dise	pro·scribe



## Lesson 95: The long sound of the vowel **i** spelled with “y-e” as in “type”

**Rule** As in “type,” the long **i**, which is spelled with a “y + one consonant + silent e” occurs in a limited number of words, approximately 17 words. As in “type,” one “p” is too weak to keep the vowels “y” and “e” apart and thus the silent “e” makes it possible for the “y” to sound like long **i**. Not only the “p,” but any one consonant between “y” and “e” is too weak to keep “y” and “e” apart. Compare the short **i** in “tip” with the long **i** in “type.”

Read these 17 words aloud slowly:

<b>type</b>	<b>style</b>	<b>Lyle</b>	<b>Kyle</b>
<b>en·zyme</b>	<b>thyme</b>	<b>rhyme</b>	<b>an·a·lyze</b>
<b>par·a·lyze</b>	<b>an·o·dyne</b>	<b>ac·o·lyte</b>	<b>pyre</b>
<b>tyke</b>			




**Lesson 96:** The long sound of the vowel **ō** spelled with “**o-e**” as in “**hope**”

**Rule** Usually, vowels help each other. Compare “hop” with “hope.” One “p” in “hope” is too weak to keep the silent “e” from helping the “o”; the silent “e” helps the “o” by allowing it to sound like the name of the letter **O** (long **ō**). Compare “hopped” with “hoped,” and see how one “p” is weak in “hoped.” And as in “joke,” any one consonant “o-e” between “o” and “e” is weak. In addition, the “o-e” pattern is useful to tell apart two words like “sole” and “soul.” This spelling pattern of long **ō** occurs in approximately 170 words.

□ Compare short **ō** with long **ō**:

not, <b>note</b>	dot, <b>dote</b>	rot, <b>rote</b> , <b>wrote</b>	cot, <b>cote</b>
cop, <b>cope</b>	mop, <b>mope</b>	lop, <b>lope</b>	pop, <b>pope</b>
slop, <b>slope</b>	hop, <b>hope</b>	hopped, <b>hoped</b>	hopping, <b>hoping</b>
rod, <b>rode</b>	nod, <b>node</b>	odd, <b>ode</b>	cod, <b>code</b>
mod, <b>mode</b>	nod, <b>node</b>	stock, <b>stoke</b>	jock, <b>joke</b>
sock, <b>soak</b>	wok, <b>woke</b>	rob, <b>robe</b>	glob, <b>globe</b>
bon, <b>bone</b>	con, <b>cone</b>	Tom, <b>tome</b>	com·ma, <b>co·ma</b>
Ross, <b>Rose</b>	pros, <b>prose</b>	Dos, <b>dose</b>	Sol, <b>sole</b>

Read these 170 words aloud slowly:

joke	pro·voke	hope	mope
e·lope	de·note	vote	de·vote
wrote	rote	quote	re·mote
ode	ep·i·sode	node	probe
globe	corner·stone	clone	lone·some
post·pone	o·zone	co·logne	gnome
chro·mo·some	grove	hove	Beet·hov·en
role model	pa·role	hole	whole
sole·ly	con·sole	ca·jole	con·sol·en·ces
prose	en·closed	close	clothes



## Lesson 97: The long sound of the vowel **ū** spelled with “**u-e**” as in “**cute**”

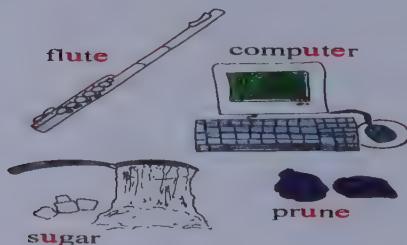
**Rule** Usually, vowels help each other. Compare “**cut**” with “**cute**.” One “**t**” in “**cute**” is too weak to keep the silent “**e**” from helping the “**u**; the silent “**e**” helps the “**u**” by allowing it to sound like the name of the letter **U** (long **ū**). Compare “**cutter**” with “**cuter**,” and see how one “**t**” is weak in “**cuter**.” And as in “**tube**,” any one consonant between “**u**” and “**e**” is weak. This spelling pattern of long **ū** occurs in approximately 237 words.

☛ Compare short **ū** with long **ū**:

<b>tub, tube</b>	<b>cut, cute</b>	<b>cut·ter, cu·ter</b>	<b>sup·per, su·per</b>
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Read these words aloud slowly:

<b>cute</b>	<b>a·cute</b>	<b>com·mute</b>	<b>par·a·chute</b>
<b>as·tute</b>	<b>mi·nute</b>	<b>tri·bute</b>	<b>at·tri·bute</b>
<b>con·tri·bute</b>	<b>ab·so·lute</b>	<b>sa·lute</b>	<b>di·lut·ed</b>
<b>con·vo·lut·ed</b>	<b>res·o·lute</b>	<b>dis·so·lute</b>	<b>de·lude</b>
<b>e·lude</b>	<b>al·lude</b>	<b>in·clude</b>	<b>ex·clude</b>
<b>in·ter·lude</b>	<b>sec·lude</b>	<b>pre·clude</b>	<b>in·trud·er</b>
<b>pro·trude</b>	<b>ob·trude</b>	<b>at·ti·tude</b>	<b>grat·i·tude</b>
<b>mag·ni·tude</b>	<b>lat·i·tude</b>	<b>mul·ti·tude</b>	<b>sol·i·tude</b>
<b>rec·ti·tude</b>	<b>im·mune</b>	<b>trib·une</b>	<b>per·fume</b>
<b>plume</b>	<b>vol·ume</b>	<b>spume</b>	<b>as·sume</b>
<b>con·sume</b>	<b>pre·sume</b>	<b>Hume</b>	<b>sure</b>
<b>as·sure</b>	<b>as·sur·ance</b>	<b>in·sure</b>	<b>in·sur·ance</b>
<b>bro·chure</b>	<b>cure</b>	<b>ob·scure</b>	<b>pro·cure</b>



**Lesson 98:** The short **ă** sound followed by one or two consonants as in “fat” and “fatter”

**Rule** The short **ă** sound is a unique sound that does not sound like the name of the letter **A**, and it is followed by one consonant as in “fat” or by two consonants as in “fatter.” Usually, vowels help each other. Compare “fat” with “fate.” As in (fate), because one consonant “t” is too weak between two vowels, it is like having no consonant between the two vowels in “fate.” One consonant between two vowels cannot keep the two vowels in a stressed syllable from helping each other **at-e**, and this is the reason we double the consonants; it is to keep the two vowels away **a-tt-e** from one another.

ă → tt → e

**Details**

**tt stronger than t:** Because one “t” is too weak between two vowels, we need two consonants like the “tt” in ‘fatter’ to keep “-er” away from the short **ă**. So, we need to double the consonant that follows the short **ă** in order to move the following → **e** further away from it. If we did not change the “t” to “tt,” we would end up with a long **ă** sound (făter), not with a short **ă** sound (fătter), but “fater” is not a word. Similarly, if we did not keep the two vowels away from one another, we would end up with long **ă** as in “later,” not with short **ă** as in “latter.” Again and as in “pat→patted,” we need to double the consonant, like making “t” a “tt.” We do this to protect the short **ă** from sounding like a long **ă**. Notice that the first of the double consonants is usually silent as in “fat-ter,” and it is there just to keep vowels away from each other.

**pp stronger than p:** A word like “tapped” would become “taped” without doubling the consonant “p.” Again, one “p” is too weak between two vowels; we need two consonants like the “pp” in “scrapped” to keep “-ed” away from the short **ă**. So, we need to double the consonant that follows the short **ă** in order to move the following “e” further away from it. If we did not double the “p” to “pp,” a word like “scrapped” would become “scraped.” These words have different meanings and two different sounds.

**Specifics:** The specific consonants that we double are **bb, dd, ff, gg, ll, mm, nn, pp, rr, ss, tt, and zz**; and we double them before adding endings that begin with a vowel like **ed, ing, er, est, en, and es**.

☛ Compare short **ă** with long **ă**:

hat, hate	fat, fate	mad, made	fad, fade
back, bake	Jack, Jake	snack, snake	latter, later
saddest, sadist	scrapped, scraped		

Read aloud slowly and concentrate on the two consonants following the short **ă**:

pat	patted	fat	fatter	fattest
matter	latter	batter	battered	tanned
planned	banned	banner	band	manner



**Lesson 99:** The short **e** sound followed by one or two consonants as in “pet” and “petted”



**Rule** The short **ĕ** sound is a unique sound to the “e,” which does not sound like the name of the letter **E**; it is followed by one consonant as in “pet” or two consonants as in “petted.” Compare “pet” with “Pete.” One consonant between two vowels cannot keep the two vowels in a syllable from helping each other **et**↔**e**, and this is the reason we double the consonants; it is to keep the two vowels away **e**↔**tt**↔**e** from one another.

### Compare short ē with long ē

Read these words aloud slowly and focus on the two consonants that follow the short **ĕ**:

bett <u>ed</u>	better	gett <u>ing</u>	lett <u>ing</u>
letter	setting	settle	pett <u>ed</u>
pett <u>ing</u>	wetter	wettest	kettle
debt <u>s</u>	Teddy	Freddy	shedding
redder	shredded	shredder	wedding
embed <u>ded</u>	stepped	stepping	pepper
peppered	peppery	wept	slept
depth	tenth	Benny	sender
blender	lentil	gentle	request
except	expire	egg	begged
sell <u>ing</u>	seller	smel <u>led</u>	smelling
spel <u>led</u>	spelling	teller	yelling
wrecked	stemming	escalate	Jessica

**Lesson 100:** The short ē sound followed by a silent “a” as in “read” and “bread”

**Rule** The “e + silent a” in these words sounds like the short ē. This second spelling pattern of the short ē may have been accepted into English to tell apart words like “lead” and “led” (homonyms). Once the pattern was accepted, more words ended up being spelled with it. This pattern occurs in approximately 122 words.

Compare the two spelling patterns of the short ē sound in these words:

red, **read**      bred, **bread**      led, **lead**      herd, **heard**

Read these “ea” words aloud slowly and then read the nonsensical story about “Heather”

head	head·line	dead	dead·lock
stead·y	stead·i·ly	in·stead	stead·fast
read	bread	bread·ed	threa <b>d</b>
spread	wide·spread	dread·ful	al·read·y
read·y	read·i·ly	read·i·ness	lead
lead·ed	un·lead·ed	mead·ow	tread·mill
sweat	sweat·er	threat·en	ea <b>t</b> ·able
ear·ly	ear·li·er	earn·ing	yea <b>n</b>
yea <b>n</b> ·ing	learn	learn·ing	ear·nest
pearls	heard	re·hear·sal	re·sea <b>r</b> ch·er
health·y	wealth·y	dealt	jeal·ous·y
realm	realms	zeal·ous	zeal·ous·ly
Heath·er	feath·er	leath·er	weath·er
death	breath	earth·ly	heav·ens
heav·y	end·eav·ors	deaf	pleas·ant
peas·ant	[bēen]	[lēer·y]	etc.

# Heather

Heath·er liked warm **weath·er**. Heath·er wore a **leath·er** coat or a **sweat·er**. Heath·er liked **clean·li·ness** and used a fresh **scent·ed** **clean·ser** to **cleanse** her **sweat·shirts**. Heath·er used a red **thread** to sew her **sweat·shirt**.

Heath·er took a **breath** of fresh air and **head·ed** to the **mead·ow**. Heath·er wore her **sweats** and went for her **early search** of **pleas·ure**. Heath·er did not **meas·ure** **pleas·ure** with **wealth**. Heath·er was in her own **heav·en**. Heath·er was mar·ried to an **ear·nest** **Earl** and did not care much for **wealth**. Heath·er had no rea·son to be **jeal·ous** of any·one.

Heath·er liked **spread·ing** but·ter on her **bread**. Heath·er had to watch her di·et. Heath·er thinks she gained weight because she stopped **breast·feeding** her ba·by too **ear·ly**. Heath·er ex·pe·ri·enced **sweat·ing** when she worked out on the **tread·mill**. Heath·er's weight was like a **feath·er** be·fore hav·ing a ba·by. Heath·er's weight was **heav·ier** af·ter hav·ing the ba·by. Heath·er's weight was no **threat** to her **health**. Heath·er **dealt** with her weight al·read·y.



Heath·er's grand·father was a **pleas·ant** **peas·ant** who was **deaf** in one ear. Heath·er's grand·pa was **dead** be·fore she was born. Heath·er **meant** to **learn** and **earn** a de·gree. In·stead, Heath·er was mar·ried **ear·li·er** than she had planned. Heath·er **dreamt** and had **yearn·ing** for **learn·ing**. Heath·er was a well-read per·son. Heath·er **read** **stead·i·ly** dai·ly. Heath·er's end·eav·ors were suc·cess·ful.

 **Lesson 101:** The short **i** sound followed by one or two consonants as in “sit” and “sitting”

**Rule** The short **i** sound is a unique sound to the “i,” which does not sound like the name of the letter **I**, and it is followed by one consonant as in “sit” or two consonants as in “sitting.” Compare “dinner” with “diner.” As in “dinner,” only two consonants “nn” can build a fence strong enough to keep the “i” and the silent “e” from helping one another. Having only one “n” between “i” and “e,” the “e” can help the “i” become long, and “dinner” would sound like “dīner,” so we need two consonants to follow a short vowel before adding endings like: **ed**, **ing**, **er**, or **est**. Not only is the “n” doubled; any consonant after the short **i** is doubled in this way: **clip**→**clipped**→**clipping**→**clippers**.

**i**  **nn**  **e**

■ Compare short **i** with long **i**:

Mick, Mike	lick, like	hick, hike	pick, pike
Sid, side	slid, slide	slid, slide	rid, ride
bid, bide	hid, hide	rip, ripe	strip, tripe
stripped, striped	grip, grieve	ripped, gripe	whip, wipe
whipped, wiped	pip, pipe	kit, kite	bit, bite
wit, white	quit, quite	sit, site	mitt, mite
spit, spite	mill, mile	limb, lime	slim, slime
rim, rime	grim, grime	din, dine	dinner, dinner
pin, pine	spin, spine	fin, fine	twin, twine

Read these words aloud slowly and then copy them:

bit·ter	sit·ter	mit·tens	wit·ty
hid·den	kid·ding	for·bid·den	mid·dle
sib·lings	dip·per	hip·pie	big·ger
big·wig	trig·ger	in·ning	in·tel·lec·tu·al
din·ner	thin·ner	be·gin·ning	ad·dict
nick·el	fit·test	win·ning	dif·fi·cult


**Lesson 102:** The short **o** sound followed by one or two consonants as in “hot” and “hotter”

**Rule** The short **o** sound is a unique sound to the “o,” and it does not sound like the name of the letter **O**—it is followed by one consonant as in “hot” or two consonants as in “hotter.” Compare “hopped” with “hoped.” As in “hopped,” only two consonants “pp” can build a fence strong enough to keep the “o” and the silent “e” from helping one another. Having only one “p” between “o” and “e,” the “e” can help the “o” become long, and “hōpped” would sound like “hōped,” so we need two consonants to follow a short vowel before adding endings like: **ed, ing, er, or est**. Not only is the “p” doubled; any consonant after the short **o** is doubled in this way: **hot→hotter→hottest**.

☛ Compare short **o** with long **ō**:

hop, hope	mop, mope	cop, cope	lop, lope
pop, pope	slop, slope	not, note	rot, wrote
dot, dote	rob, robe	glob, globe	sob, sober
cod, code	odd, ode	mod, mode	rod, rode
jock, joke	stock, stoke	wok, woke	stocked, stoked
bon, bone	Ross, rose	sod, sowed	con, cone

Read aloud slowly and focus your vision on the double consonants:

plotted	pottery	Scottish	knotted
knotting	hotter	hottest	jotted
jotting	rotted	rotten	rotting
begot	begotten	forgotten	bottle
mopped	mopping	topping	hopped
hopping	grasshopper	stopped	stopping
shopped	shopping	shopper	chopped
chopping	chopper	opt	opportunity
option	Goddess	nodded	nodding
odd	odder	oddest	Todd
toddler	Rod	Rodney	jogged

**Lesson 103:** The short **u** sound followed by one or two consonants as in “cut” and “cutter”

**Rule** The short **u** sound is a unique sound to the “u” and it does not sound like the name of the letter **U**—it is followed by one consonant as in “**cut**” or two consonants as in “**cutter**.” Compare “**cutter**” with “**cuter**.” As in “**cutter**,” only two consonants “**tt**” can build a fence that is strong enough to keep the “**u**” and the “**e**” from helping each other. Having only one “**t**” between “**u**” and “**e**,” the “**e**” can help “**u**” become long, and “**cutter**” would sound like “**cūter**,” so we need two consonants to follow a short vowel before adding endings like **ed**, **ing**, **er**, **est**, etc. Not only is the “**t**” doubled; any consonant after the short **u** is doubled, in this way: **cut**→**cutter**→**cutting**; **rub**→**rubbed**→**rubbing**→**rubber**.

■ Compare short **u** with the long **ū**:

<b>tub</b> , <b>tube</b>	<b>cut</b> , <b>cute</b>	<b>cutter</b> , <b>cuter</b>
<b>supper</b> , <b>super</b>	<b>mutt</b> , <b>mute</b>	<b>hug</b> , <b>huge</b>

Read aloud slowly and focus on the double consonants:

<b>cutting</b>	<b>cutter</b>	<b>mutt</b>	<b>shutting</b>
<b>shutter</b>	<b>utter</b>	<b>clutter</b>	<b>gutter</b>
<b>upper</b>	<b>supper</b>	<b>puppy</b>	<b>cupboard</b>
<b>support</b>	<b>supplement</b>	<b>corrupt</b>	<b>corrupted</b>
<b>scrubbed</b>	<b>scrubbing</b>	<b>scrubber</b>	<b>stubborn</b>
<b>chubby</b>	<b>substitute</b>	<b>submarine</b>	<b>bubble</b>
<b>uddle</b>	<b>huddle</b>	<b>puddle</b>	<b>sudden</b>
<b>hugged</b>	<b>hugging</b>	<b>bugged</b>	<b>snuggle</b>
<b>struggle</b>	<b>sluggish</b>	<b>luggage</b>	<b>plugged</b>
<b>lucked</b>	<b>plucked</b>	<b>ducked</b>	<b>trucker</b>
<b>struck</b>	<b>structure</b>	<b>instructor</b>	<b>constructor</b>
<b>conductor</b>	<b>fluctuate</b>	<b>flux</b>	<b>fluxed</b>
<b>hummed</b>	<b>humming</b>	<b>numb</b>	<b>number</b>
<b>numbest</b>	<b>drummer</b>	<b>bummer</b>	<b>plumb</b>
<b>plumber</b>	<b>summary</b>	<b>summit</b>	<b>summon</b>
<b>summer</b>	<b>summery</b>	<b>thumb</b>	<b>crumb</b>



### Lesson 104: The short ȳ sound spelled as in: Doug, son, flood

**Homonym's Rule** The following words contain the short ȳ sound, but they are spelled with “ou” as in “Doug,” with “o” as in “son,” or with “oo” as in “flood.” Compare these words to see that some of these spelling patterns are useful to tell apart homonyms like “Doug” and “dug”:

sun, son

nun, none

dun, done

sum, some

dug, Doug

ruff, rough

tuff, tough

### ou, o, oo → ȳ

Read these 24 words aloud slowly:

Doug

tough

touch

rough

e·nough

dou·ble

trou·ble

cou·ple

coun·try

cous·in

ton

son

Mon·day

none

done

some

come

in·come

oth·er

oth·ers

ov·en

blood

flood

flood·ed

☒ The short ȳ is spelled with “e” in “fin·ger,” but not in “fig·ure.”

☒ The “ou” in these two words has a special sound: boul·e·vard, un·doubt·ed·ly

- Doug dug a hole in the ground.
- It felt rough to have to wear a ruff col·lar.
- None of them knew the nun that ran a non-prof·it or·gan·i·za·tion.
- That was al·read·y done; you didn’t need to dun and ask.
- He was hit by a scull, but his skull was not hurt.
- The cut·er girl gave us the cut·ter.
- My dog is a mutt but she isn’t mute.
- He drank a su·per large shake with his sup·per.
- It is too hot to wear two sweat·ers.
- Sue had no clue her bills were due.
- Math·ew liked the dew; Math·ew is the one who had the clew.

**Lesson 105:** The **nine** possible ways to divide words into syllables**Syllables have Rules**

**syllable** A syllable can be a small word like “me” or a small part of a word, which contains one vowel sound like the “me” in “me·di·a,” “go” in “go·ing,” and “i” in “i·de·a.”

**open syllable** An open syllable is one that ends with a vowel, like the first syllable “di” in “di·al” and like the syllable “pa” in “pa·per.”

**closed syllable** A closed syllable is one that ends with a consonant, like the syllable “pen” in “pen·cil” that ends with the consonant “n.”

**Rule** A syllable can only have one vowel SOUND and silent vowels in a syllable do not count as vowel sounds. For instance, the silent “e” in “cake” does not count as a vowel SOUND and thus “cake” is a one-syllable word that cannot be divided into “ca” and “ke.” Similarly, do not divide a word like “stopped” into two syllables because there is only one vowel SOUND in “stopped,” namely the “o” sound and the “e” is silent; “stopped” is a one-syllable words.

**1.** If a word is a compound or a hyphenated word, begin by dividing it like this:

home·work	can·not	in·so·far	now·a·days
text·book	dead·line	any·one	never·the·less
counter·clock·wise		self-esteem	self-es·teem

**2.** If a words ends with a consonant + le (-cle), divide that ending from the rest of that word:

cir·cle	mir·a·cle	wrin·kle	ma·ple
sam·ple	rus·tle	lit·tle	mid·dle
a·ble	dou·ble	shuf·tle	sin·gle

Words that end with “ckle” are divided after the “k” like this and the “ck” is inseparable:

freck·le	tick·le	pick·le	sick·le
tack·le	buck·le	knuck·le	cack·le

**3.** Divide most double consonants in the middle of a word:

sup·per	hap·py	ap·pear	slip·per·y
rab·bit	cab·bage	bob·bin	man·ner
be·gin·ner	sum·mer	com·mit	com·mem·o·rate

sav·vy	dol·lar	sil·ly	syl·lable
col·lege	bal·let	cor·rect	tomor·row
scis·sors	les·son	mas·sive	pas·sage
dif·fer	suf·fer	of·fer	af·fect
big·gest	jog·ger	quiz·zes	sad·den
lad·der	pad·ded	lit·ter	ghet·to

Most final ss, zz, ll, and ff are indivisible when followed by an added suffix, as in:  
 class→class·y      fuss→fuss·y      pass→pass·ing      dress→dress·er

fuzz→fuzz·y      fuzz·i·er      stuff→stuff·y      fill→fill·er  
 fall→fall·en      tall→tall·er      call→call·er      roll→roll·er

Do not divide double consonants when there is only one vowel sound in a word.  
 stopped      rubbed      sniffed      jogged

filled      summed      sinned      barred  
 quizzed      clogged      longed      camped

Do not divide a digraph of “h” because it is one sound that is like one letter:  
 wash·ing      teeth·ing      laugh·ter      touch·y

#### 4. Divide most two consonants in the middle of a word:

win·dow	far·mer	den·tist	doc·tor
fac·tor	bas·ket	plas·tic	fab·ric
sil·ver	wis·dom	per·son	jus·tice
af·ter	al·ter	pub·lish	for·mal
ar·my	of·ten	pic·ture	sym·bol
hun·dred	com·pound	stam·ping	con·so·nant
his·to·ry	lon·ger	nor·mal	lan·guage

5. Divide a prefix from the rest of a word. For all the prefixes in 900 words, see *Learn to Spell 500 Words a Day: The Consonants* (Volume 6).

un·hap·py	dis·a·gree	re·ap·ply	mis·spell
mid·night	sum·ma·rize	non·sense	fore·tell
sub·di·vi·sion	sem·i·an·nu·al	em·pow·er	en·act
in·ac·tive	im·mo·bile	il·log·i·cal	ir·reg·u·lar
ob·sta·cle	op·pose	oc·cu·pied	ac·ti·vate
ac·cept	ex·cept	pre·his·to·ry	per·mit
pro·long	de·scend	se·cede	cor·re·spond
trans·form	bi·lin·gual	tri·lin·gual	cir·cum·stan·ces

6. Divide a suffix from the rest of a word:

na·tion	mis·sion	mu·si·cian	so·cial
con·tro·ver·sial	res·i·den·tial	de·li·cious	fic·ti·tious
pa·tient	spe·cies	lei·sure	cul·ture
small·est	his·tor·i·cal	real·ize	teach·er
want·ed	play·ing	watch·es	ac·tive
move·ment	care·ful	care·ful·ly	so·cial·ism

7. Divide reversed vowels or any two vowels next to each other if both have a sound:

di·al	li·ar	bi·as	qui·et
ra·di·o	seri·ous	cha·os	i·de·a

8. Divide after a consonant if preceded by a short vowel:

strat·e·gy	vow·el	log·ic	show·er
cov·er	col·or	lim·it	man·age
op·er·a	heav·y	mov·ie	liv·er
riv·er	qui·v·er	civ·ic	civ·il
viv·id	mon·ey	sug·ar	ex·tent

9. As in “hu·man,” if a vowel is followed by one consonant, divide right after that vowel; especially, if that vowel is long. As in “rea·son” and in “beau·ti·ful,” divide right after a number of vowels that have one sound; especially, if that is a long vowel sound:

o·pen	o·ver	do·nor	mo·bile
glo·bal	o·bey	fe·male	pe·can
me·di·a	se·ries	se·rious	se·ri·al
ce·re·al	E·laine	fre·quent	se·quence
que·ry	de·mon	de·cent	se·nile
se·cret	re·cess	cre·ate	pre·fix
ste·re·o	ne··on	am·ne··sia	ge·nie
le·ni·ent	le·gal	al·le·vi·ate	e·go
e·lu·sive	e·qual	e·qua·tion	ve·to
Ve·nus	ve·hi·cle	fe·ver	e·vil
me·di·e·val	te·di·ous	the·o·ry	the·sis
ar·e·a	pe·di·at·ri·cian	spe·cies	Le·o
rea·son	dea·con	fea·ture	a·ble
ta·ble	fa·tal	ba·by	ra·di·o
pa·per	A·pril	a·pron	a·cre
la·zy	cra·zy	na·sal	na··val
na··tal	pre·na·tal	sa·dist	na·tion
a·li·en	A·sian	Cau·ca·sian	oc·ca·sion
hu·man	lu·nar	u·nit	u·nite
u·ni·ver·si·ty	beau·ti·ful	i·de·a	si·lence
i·con	sci·ence	bi·lin·gual	pi·ra·cy

☒Exception: un·ion because the “n” is a semivowel and it is acting like a vowel; it is in the same syllable as the “u” and making the “u” long.





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